DOCUMENT RESUME

ED 097 390 UD 014 577

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TITLE Enabling Teacher Success: The Inner City.
INSTITUTION Ohio State Univ., Columbus. Coll. of Education.
PUB DATE 70
NOTE 70p.
AVAILABLE FROM Publications Sales & Distribution, Ohio State Univ., 2500 Kenny Road, Columbus Ohio 43210 ($3.00)

EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS Economically Disadvantaged; Educational Needs; Elementary School Teachers; *Inner City; *Inservice Teacher Education; *Preservice Education; Student Teacher Relationship; Summer Programs; Teacher Education Curriculum; Teacher Programs; *Urban Teaching
IDENTIFIERS *Ohio; Preface Plan

ABSTRACT

The Preface Plan described in this report represents the first effort of a metropolitan school system to provide a concentrated relevant training program for new inner city staff that begins after being hired but prior to the assumption of teaching duties. The recent project in which it was field-tested was supported by a federal contract from the U.S. Office of Education. The Preface Plan began the summer preceding the assumption of inner city elementary school classroom responsibilities by its 21 participants and terminated in June upon completion of their first-year assignment. Designed to offer staff new to the inner city a preface of positive experiences to increase the likelihood of their success, the program is structured so that any urban school system working in conjunction with an institution of higher learning, or, independently if necessary, can strive to provide an adequate education for all children of the community. Preface teachers enter the inner city classroom with an increased sensitivity toward children of the poor, with more confidence and understanding about the job. The most valuable aspects of the training are those involving direct experiences with the poverty population. An important factor in the confidence of new teachers stems from the procedure of building support for them into their assigned school. (Author/JM)

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ENABLING TEACHER SUCCESS: THE INNER CITY

Robert D. Strom
1970

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The Necessity of Collaboration

The undergraduate preparation of teachers seldom includes working with colleagues. Instead, common practice dictates a competitive, individual orientation. Collaboration is forbidden, and another person's talent is viewed as self-misfortune. This procedure perhaps made sense in the days of one-room schools. Teachers then had exclusive responsibility for their students and found it unnecessary to get along with colleagues in faculty or curriculum committees. There were no colleagues. Today, however, the knowledge explosion, the availability of resource personnel, and the viability of group-initiated change together make unreasonable any teacher preparation program that excludes the principle of shared responsibility.

There is a disturbing phenomenon among teachers who are untrained in communal efforts. When questioned about some obviously needed change in the school where they work, they often reply, "Yes, I know we should change it. But what can I do? I am only one person." *That's the major problem.* They do not see themselves as persons in a group; they have not been trained to perceive themselves as members of a faculty which as a unit can modify conditions within its influence.

Their feeling of inability to alter circumstances derives in part from the discrepancy between what a teacher has been trained for (individual competition) and what needs to be done to serve children better and effect institutional change (group collaboration). This bears special significance for inner city educators, given their need to cope with a wide range in student abilities and to deal with the void of family influence on the instructional process.

It has become apparent that many more of poverty's children will grow up mentally and physically healthy if we abandon that assumption which implies each teacher's talents are sufficient to meet all the needs of all his students. The beneficial effect of teacher influence can be enlarged through staff collaboration. And, although the history of teacher education offers little by way of example to show how colleague collaboration should occur, the times dictate that we proceed. Toward that end, the methodology about to be presented deserves consideration.

R.D.S.

Obstacles to Achievement

A newsman once asked Mahatma Ghandi, "What do you think of Western civilization?" He replied, "I think it would be a good idea." If the prospect is to eventuate, it requires nurture in the schools; indeed, how well we learn to live and work together there will determine the quality of group existence beyond the classroom. Recent history dictates that America must actualize its goals of community, that more of its subpopulation be defined and respected as persons. As long as being advantaged is defined as having without sharing, for that long there will be an underprivileged population. Perhaps President Kennedy foretold our future best: "If a free society cannot help the many who are poor, it cannot save the few who are rich."

To help the poor implies better housing, shared affluence, medical assistance, and police protection. Among the most critical needs is a chance for adequate schooling. In 1950 approximately ten per cent of the pupils in 15 of the largest city school systems were classified as disadvantaged. Today, in 1970 in those same cities, more than one-half of all the youngsters are disadvantaged. Of this nation's 3,700,000 students currently enrolled in the tenth grade of inner city high schools, one-third may drop out prior to graduation. (5) In view of these dramatic statistics, improved inner city education is imperative.

According to the U.S. Commissioner of Education's Panel on Educational Research and Development, "By all known criteria, the majority of urban slum schools are failures. More than half the students of each age group fail to complete high school and five per cent or fewer go on to some form of higher education. In many schools the average measured I.Q. is below 85, and it drops steadily as the children grow older." (1) By the time they leave elementary school, up to 60 per cent of lower class children are retarded two years or more in reading. (3) By some estimates, as many as 30 per cent of the youngsters entering junior high school in some disadvantaged neighborhoods may not have developed the reading comprehension skills needed to do class work on that level. (4) "In some poverty areas, over 90 per cent of the students are in the bottom 10 per cent of all 18 year olds in general educational achievement and are far below the average of unskilled workers in industry." (2) However you look at it, the educational prospect for children of the poor is bleak.

Complicating the problem of low achievement among children of the poor is the dilemma that low income neighborhoods are not the first choice of most teachers. Many recruits for these positions are young people who must accept placement in schools where there are openings. (6) These difficult schools sustain the highest rate of teacher turnover, the greatest number of vacancies and the least experienced faculty. Such conditions minimize faculty cohesion and effectiveness. Chicago is a case in point. The Hauser report describing education in central Chicago indicates that the schools there are staffed by younger teachers who have less formal education and less experience and who sustain a higher rate of turnover than in the city's outlying areas. (7) There are six times as many temporary appointees in Chicago's slum districts than in other parts of the city, and only one-fourth as many teachers with graduate degrees. (7) As for teacher mobility, transfers away from Chicago schools in the economically depressed areas of the city are more than ten times greater than transfers out of schools in contrasting advantaged areas. (8) No major city has resolved the problem. According to Haubrich, 34 out of 100 teachers appointed to the Burrough of Manhattan do not even accept an appointment at the schools to which they have been assigned. (9) Most of those who do accept positions leave as soon as they have an option to do so.

The inability of beginning teachers to cope with the shock of reality in slum schools has been found to lead to transfers away from such schools. (10) Fear is the major reason for this condition. "They, the young teachers, are afraid they will be trapped in a blackboard jungle; they are afraid of possible physical attack; they are afraid they cannot deal with the situations they will meet in the schools; and they are afraid that they will have to spend their days being policemen rather than teachers." (11) Becker's study showed that assignment to a slum school results in trauma for the new educator, who comes face to face with the hard facts of school life. (12) Some leave the profession entirely.

The teachers themselves claim inadequate preparation for the job as a major cause of their difficulties with life in these schools. Groff's study of the responses of 294 teachers in 16 schools serving Negro-Mexican-American ghettos in a large city suggests that an important reason for the high turnover is the teacher's awareness of his inadequacy for this kind of teaching. (14) (Perhaps we have underestimated the humanity of those who transfer out of the inner city.) The new teacher especially rejects the inner city situation because of "an inability to comprehend, understand, and cope with the multiple problems of language development, varying social norms, unacceptable pupil habits, behavior which is not success oriented, discipline, lack of student or home cooperation, and achievement levels well below the expected." (6) (*See* also 15, 16, 17, 18, 19, 20, 21.)

Unfortunately, most of the new teachers assigned to difficult schools in the nation's major cities have not received any specialized training for their inner city work. For them there has been no previous contact

with life in neighborhoods of low income, no field experience, or academic encounter with children of the poor. They attended colleges located outside the metropolitan context and were tutored by professors who with few exceptions have never had or have not recently had experience in a slum school setting.

The need for better preparation of teachers assigned to schools in low-income neighborhoods is not a matter either of lacking guidelines for the professional training sequence or being without reasoned assumptions to base university-public school cooperative programs. (23, 24) In some cities public school-university programs range from an undergraduate urban semester to the master of arts degree in urban teaching. However commendable the increasing number of preservice teacher programs may be, they do not at present equip a sufficient number of candidates to confront an ever-growing population of culturally deprived children. Moreover, there is no convincing evidence that a large number of candidates would elect inner city training were it widely available. Such programs are voluntary and, since few prospective teachers aspire to educate the poor, they seldom elect courses regarding the disadvantaged child. Yet, each year a number of beginning teachers accept a job in a metropolitan area and find themselves assigned to an inner city position. An unproductive response is to lament the teacher's lack of special preservice training or to suppose that by trial, error, and patience he will survive. Some way must be found to provide all those assigned to teach in the inner city—whether schooled in problems of the disadvantaged or not, educated in an urban university or a rural liberal arts college—with the preface of understanding and experience that scholars and schoolmen contend they must possess in order to be effective.

Some public school leaders claim their inner city is different from the inner city of other metropolitan areas; yet this supposed recognition of indigenous problems seems to vanish when it comes to hiring new teachers. In recruitment the notion seems to be that whether one was schooled at an Iowa college or New York City college they are both adequately prepared—and if not, it is the fault of the college since public schools are not charged with the responsibility of teacher preparation. It is inevitable that the tenure of this excuse will soon expire as it comes to be generally recognized that public schools should be more involved in the training of teachers.

Inservice training would seem to be a key factor in preparing most teachers who by choice or circumstance are assigned to the inner city. The concept of inservice education is based upon a realization that the beginning teacher is a person equipped for minimal performance, not a finished product. Because universities are unable to operate separate training programs to fit the unique needs of each school system to which their graduates are sent, concerns relating to local needs are bound to be omitted. This means that whatever needs are unique to the community and its teaching assignment ought to become the focus for inservice

orientation and training. If these indigenous needs are met at all it will be through inservice, an aspect of teacher training far more important than generally recognized. For example, the Detroit school system must make up the difference in training between what a new teacher from an Iowa rural college was offered and what is required for success in downtown Detroit. Such a task may warrant a number of new positions perhaps headed by an assistant superintendent charged with the responsibility of staff development.

Although the inservice approach is a more feasible alternative than an emphasis upon recruitment schemes or the urging of preservice preparation, in many cases, inservice help has been insufficient or too late. (14, 20) Indeed, teacners of culturally deprived children in eight major cities complain that inservice training is seldom relevant and begins at a time during the school year when some first-year staff members are already beset by insurmountable difficulties, others have altered their aspiration from teaching pupils to merely taking care of them, and some have given up altogether. (27) To overcome certain shortcomings of the traditional inservice concept, it is feasible to offer new inner city teachers a preface of planned experiences to equip them with the confidence, attitudes, and understandings that will permit their pupils an education and themselves a chance for a rewarding classroom situation.

What follows is a chronological description of the Preface Plan methodology and its effect, better prepared teachers.

Selecting the Preface Team

The time factor, when inservice is provided, may be a crucial determinant influencing the beginning teacher's attitude toward his role, the relevance and effectiveness of his instruction, his degree of satisfaction, and length of tenure. The Preface Plan described in this report represents the first effort of a metropolitan school system to provide a concentrated relevant training program for new inner city staff that begins after being hired but prior to the assumption of teaching duties. The recent project in which it was field-tested was supported by a $63,254 federal contract from the U.S. Office of Education, supplemented by a $29,112 local share from the Columbus Public Schools for a total project of $92,366. (44) The project was developed and directed by the author.

The Preface Plan began the summer preceding the assumption of inner city elementary school classroom responsibilities by its 21 participants and terminated in June upon completion of their first-year assignment. Designed to offer staff new to the inner city a preface of positive experiences to increase the likelihood of their success, the program is structured so that any urban school system working in conjunction with an institution of higher learning or, independently if necessary, can strive to provide an adequate education for all children of the community.

The reporting of it here is chronological. This helps not only to indicate the potential for improvisation of procedure but also to show the problems as they were encountered. Such a chronological accounting holds great advantage for those electing to replicate the study, since they can adapt the best elements without repeating the errors.

Plans for the project were first discussed in February in a meeting involving the Columbus, Ohio, Superintendent of Schools Harold Eibling and Assistant Superintendent Joseph Davis, who had major responsibility for education at the 47 Columbus schools utilizing Title I funds. The Preface Plan, as originally proposed, was to begin with six weeks of training during the summer for 30 new teachers whose fall assignments would involve service at one of three elementary schools located in a Columbus poverty area. Two of these schools were located in a predominantly low-income white district while the third school served a neighborhood of low-income Negroes. Considering projected pupil en-

rollment and teacher turnover figures for recent years, it was anticipated that one-third of the staff at these schools would be new for the subsequent school year. If the estimated need for new staff turned out to be substantially less than expected in any of the three, an alternate school was to be substituted.

The 30 participants were to be paid to attend a special summer training workshop held at the Ohio State University in Columbus. Three senior faculty members from each school were also to be paid to attend the workshop, as well as one administrator representing each of the buildings to which the Preface teachers would be assigned in the fall. The purpose of including these persons was to build support for the Preface participants into their assigned schools and to establish an early relationship of cooperation, mutual effort, and cohesion among these faculty members. Together the 30 newly assigned teachers, 9 senior faculty, and 3 administrators would encounter a curriculum of academic and action experiences designed to foster peer confidence and to build for the newcomers the kinds of competencies generally considered as requisite for teaching success in classrooms of low-income districts.[1]

To proceed with the necessary arrangements for selecting the teacher sample, the Columbus Public Schools were contacted; Joseph Davis had been designated as the responsible administrator to receive all project requests. However, given a somewhat lower than expected rate of teacher attrition for the opening of the school year as well as revision in the Columbus system's personnel assignment policies identifying the desired number of participants required considering additional schools.

By mid-May several other low-income schools were identified in which new teachers had already accepted Fall assignments, and letters were sent describing the nature of the program, the benefits expected, and a request that they favorably consider becoming a Preface Plan participant (*see* Appendix A). Of the persons rejecting the invitation, most did so because their summer plans were already complete. By mid-June 21 participants had been selected who were assigned at 11 schools (which as an aggregate totaled approximately 40 miles by roundtrip from the University).

At that point, several factors required an improvisation of procedure. First, given the already large number of schools, 11, it was tenuous to extend the number of participants beyond 21 to the original intention of 30. Second, the greater number of schools meant there would be a reduced chance to pursue the objective of engendering faculty cohesion among the group or support by experienced teachers.

[1] The university panel reviewing this proposal unanimously discouraged a design of control and experimental teacher grouping since the purpose was not to determine how much better systematic training may be than no approach at all but rather what we intended to determine was: Does the Preface Plan result in greater teacher confidence and competence as assessed by the teachers themselves and the colleagues with whom and for whom they work?

The original budget was for 9 senior faculty plus 3 administrators and could not be extended to include 3 senior faculty from 11 schools plus 11 administrators (total of 44). It was not possible either for the limited university staff (a director, a graduate assistant, and a secretary) to fulfill adequately the number of associations that 44 persons represented for individual and group meetings throughout the school year. To devise some reasonable alternative to achieve the purposes of the project, it was proposed that the support objective be met by substituting in place of senior faculty 5 resource teachers whose regular responsibility was to help teachers of the target schools.

Essentially the staff role of a Columbus resource teacher involves working with small groups while the regular teacher instructs others, assisting in the development of units and field trips, substituting while the teacher attends to business elsewhere, giving demonstration lessons, and in general being a help agent. These teachers are chosen within the Columbus system on the basis of demonstrated competence as classroom teachers; they would be paid to attend the workshop. Since the 11 principals could not at this late date be committed for the entire workshop, they were invited to attend a single session to acquaint participants with their school and its neighborhood, as well as take part in the workshop activity of the day. They also received pay.

Appendices B, C, and D present a description of each school by its principal, population statistics for each building, and grade level enrollment figures for the Preface Plan participants' classroom. Among the 21 Preface Plan participants, all of whom were new to the Columbus Public Schools:

1. None had previously taught in low-income schools although slightly more than half indicated previous teaching experience.

2. Less than 40 per cent indicated low income as the neighborhood choice for their school assignment.

3. The 19 women and 2 men are relatively young (average age 23), half are married, and all hold at least a bachelor's degree in education. Three of the females are Negro.

4. Approximately 80 per cent undertook positions in grades kindergarten through third; a variance in class size obtained from 1:15 to 1:39.

5. Some work in buildings with a pupil population under 200 while others serve in settings where the enrollment exceeds 1,000.

6. As an aggregate serving in 11 schools, the Preface Plan teachers have been responsible for 735 pupils who represent nearly an equal distribution between Negroes and whites.

The U.S. Office of Education approved the suggested change in personnel selection; the next task was organizing the summer program.

The Experience Arena

Enabling Preface teachers to learn about Columbus and the section of the city in which they would teach dictated a localized focus for the summer workshop. From consultation with civic leaders and university personnel, the conviction grew that these teachers should personally encounter the function and activity of local agencies serving the poor community. More specifically, the workshop should provide information about the welfare department and the juvenile court, the role of the mayor's office in urban renewal, what the churches are doing, and about concerns of organizations like the Urban League and the NAACP. The workshop should provide the teachers with opportunities for receiving a firsthand assessment of the schools by ADC mothers, visiting low-income housing developments, teaching small groups of slum children, and generally getting to know their role in the city's attempt to extricate children of poverty from a life without hope.

The course content was intended to provide certain sociological insights, psychological understandings, and motivational techniques.

Sociological Insights

1. Behavioral norms, customs, and values that influence pupils in low-income districts
2. Incentive systems indigenous to low-income urban life that affect motivation, discipline, and rapport
3. Identification and utilization of educational strengths emerging from life in an extended family
4. Analysis of research regarding the culturally deprived child and his environment
5. The role and function of communal agencies in neighborhoods of low income
6. Familial and school influences on academic failure and dropout
7. National occupational outlook for the predictable future

Psychological Understandings

1. Measures of intelligence and supplemental indices of potential
2. Informal testing techniques and the evaluation of achievement by other than paper and pencil assessment
3. Research findings regarding the import of teacher aspiration and attitude in helping each child reach his educational prospect

4. Understanding self-concept and the ways by which it may be beneficially modified

5. Alternative measures of determining pupil progress

6. The nature and practice of prejudice

7. Structure, operation, and influence of peer groups in relation to the school

8. Behavioral mechanisms through which children of the poor can most be influenced

Motivational Techniques

1. Selection of materials and techniques for working with slow learners

2. Understanding and accepting student differences in pace and preferred learning styles

3. Methods of teaching remedial reading

4. Alternatives in situations requiring disciplinary action

5. Parent-teacher conferencing procedures and other methods of improving the home-school partnership

6. Functions and strengths of supportive staff members

7. Appropriate reading materials and other subject matter for children of minority groups

8. Exemplary educational programs operative in slum situations of major United States cities

Workshop Techniques

During the first half of the six-week workshop teachers daily (Monday-Friday 9 a.m.-3:30 p.m.) engaged in discussion groups, listened to speakers, and viewed film presentations. The following calendar agenda describes the activity of these sessions.

Tuesday, July 5

"Introduction to the Preface Plan Project; Its Rationale, Purpose and Schedule," lecture by Robert Strom, professor of education, Ohio State University.

"Reversing Coercive Strategies in Teaching," lecture by Robert Strom.

Question period and discussion.

Film—*The Captive*. The purpose of this film is to point out the effect of poverty, especially poverty of the spirit, and to stimulate discussion on means of eliminating poverty—to free "the Captive" poor. 16mm black and white motion picture photographed in Appalachia, 28½ minutes in length. Rented from: The Otterbein Press, 240 West Fifth Street, Dayton, Ohio, $8.

Wednesday, July 6

"Attitudes of the Poor toward Education," lecture by Nason Hall, professor of sociology, Ohio State University.

Question period and discussion.

"Teacher Attitudes and Pupil Achievement," lecture by Robert Strom.

Question period and discussion.

Film—*The Hard Way.* Focuses on the general problems faced by the poverty population. 16 mm, one hour in length. Rented from: NET Film Service, Audio-Visual Center, University of Indiana, Bloomington, Indiana, $9.15.

Distributed: A Bibliography on Teachers' Attitudes Toward Socially Disadvantaged Children.

Distributed: *The Inner-City Classroom: Teacher Behaviors*, edited by Robert Strom. Columbus: Charles E. Merrill Books, Inc., 1966.

Thursday, July 7

"The Unseen Needs of the Poor," lecture by Rev. Bernard McClory, director of Catholic Community Organization for Columbus.

Question period and discussion.

"The Place of Moral and Religious Values in Low-Income Life," lecture by Rev. Leopald Bernhard, pastor of the First English Lutheran Church, Columbus.

Question period and discussion.

"The Stewart Avenue Elementary School, Myself, and the Families We Serve," by Rita Balcom, principal.

Distributed: "We Were Sunday Invaders," by Rev. Bernhard.

Distributed: "For Johnny's Sake, Let's Talk It Over," by Rita Balcom and Lois Mathis.

Friday, July 8

"The Mother's Point of View," by Jay Schilling, planning consultant for the United Community Council. Mr. Schilling conducted a two-hour interview with four mothers presently receiving aid for dependent children. The mothers were asked about perceptions of school and teachers held by themselves and neighbors. During the remainder of the morning the teachers and mothers discussed the kinds of information about homelife needed for helping youngsters in school.

"The Language Development of Disadvantaged Children," lecture by Alexander Frazier, professor of education, Ohio State University.

Question period and discussion.

"The Livingston Avenue Elementary School, Myself, and the Families We Serve," by Ray Kessler, principal.

Film—*Marked for Failures.* Examines the handicaps to learning that affect children from depressed areas. 16mm, 1 hour in length. Rented from: NET Film Service, Audio-Visual Center, University of Indiana, Bloomington, Indiana, $9.15.

Monday, July 11

"School Evaluation of Disadvantaged Children," by Daniel Stufflebeam, director of Ohio State University Evaluation Center.

Question period and discussion.

"Prejudice and Personality Development," lecture by Robert Strom.

"The Highland Elementary School, Myself, and the Families We Serve," by Jean Emmons, principal.

Film—*Willie Catches On.* Prejudice and discrimination in a growing boy is traced from his early childhood to college days. 16mm black and white motion film, 24 minutes in length. Rented from: Kent State University Film Library, Kent, Ohio, $4.60.

Distributed: *The Nature of Prejudice,* by Gordon W. Allport. Garden City: Doubleday Anchor Books, 1958.

Tuesday, July 12

"Self-Concept and Success," lecture by Shailer Thomas, professor of sociology, Ohio State University.

Question period and discussion.

"Critical Reading," lecture by Willavene Wolf, professor of education, Ohio State University.

Question period and discussion.

"The Indianola Elementary School, Myself, and the Families We Serve," by Mearl Caskey, principal.

Distributed: "An Annotated Bibliography on Critical Reading," by Willavene Wolf.

Distributed: "Rewriting Materials for Students," by Willavene Wolf.

Wednesday, July 13

"Vocabulary Development," lecture by Alexander Frazier, professor of education, Ohio State University.

Question period and discussion.

"Columbus' Urban Renewal Program," by Robert Pendergast, mayor's representative for public relations in Columbus. Slide presentation and question period.

"The Hamilton Elementary School, Myself, and the Families We Serve," by Kenneth Paul, principal.

Thursday, July 14

"How You Can Best Help The Poor," lecture by Rev. Arthur Zebbs, Columbus Metropolitan Area Community Action Organization.

Question period and discussion.

"The Work of ECCO in Columbus; Building Political Power for the Poor," by Randolph Holland, executive director of the East Central Citizens Organization (ECCO) for Columbus.

Question period and discussion.

"The Sixth Avenue Elementary School, Myself, and the Families We Serve," by Evelyn DeLoache, principal.

Friday, July 15

"The Role of the Urban League in Assisting the Disadvantaged," by Robert Brown, director of the Columbus Urban League.

Question period and discussion.

"The Role of NAACP in Assisting Disadvantaged," by Jean Woodward, field representative of the NAACP.

Question period and discussion.

"The Olentangy Elementary School, Myself, and the Families We Serve," by Evelyn Swickard, principal.

Monday, July 18

"Projective Devices in Social Studies," lecture and demonstration by Ray Muessig, professor of education, Ohio State University.

Question period and discussion.

"Aspirations: A Study of Inmigrant Groups to Columbus from Appalachia," by Anthony Riccio, professor of education, Ohio State University.

Question period and discussion.

"The Dana Elementary School, Myself, and the Families We Serve," by Marilyn Foreman, principal.

Film—*The Newcomers*. A sympathetic presentation of the problems faced by Southern Appalachian families forced by economic necessity to move to the city. 16mm, black and white motion picture, 28 minutes in length. Rented from: Cokesbury Service Center, 201 Eighth Avenue North, Nashville, Tennessee, $8.

Tuesday, July 19

"Discipline in the Classroom," lecture by Nason Hall, professor of sociology, Ohio State University.

Question period and discussion.

"Motivation and Its Measurement: The JIM Scale (Junior Index of Motivation,") by Jack Frymier, professor of education, Ohio State University.

Question period and discussion.

"The Siebert Elementary School, Myself, and the Families We Serve," by Nettie McAllister, principal.

Wednesday, July 20

"Juvenile Delinquency and the Poor," lecture by Simon Dinitz, professor of sociology, Ohio State University.

Question period and discussion.

"Concept Development Using the Neighborhood as a Base," lecture by Ray Muessig, professor of education, Ohio State University.

Question period and discussion.

"The Sullivant Elementary School, Myself, and the Families We Serve," by Doris Carter, principal.

Distributed: *Teaching in the Slum School*, by Robert Strom. Columbus: Charles E. Merrill Books, Inc., 1965.

Thursday, July 21

All of the Preface Plan participants met at the Franklin County Welfare Building in downtown Columbus. Mrs. Francis O'Conner, chief caseworker, described the work of the Columbus Welfare Department, conducted a short tour, and chaired a discussion among caseworkers regarding the problems of inner city families. Since each of the participants was to accompany a caseworker for one day the following week, the caseworkers made suggestions about appropriate dress and conduct during home visits.

Friday, July 22

"The Use of Teaching Machines with Low-Income Children," lecture by Sidney Pressey, emeritus professor of psychology, Ohio State University.

Question period and discussion.

"Effect of the Home on School Performance," lecture by Valerie Hoffman, supervisor of Franklin County Child Welfare Board.

Question period and discussion.

"The Trevitt Elementary School, Myself, and the Families We Serve," by Alan Trottman, principal.

July 25 - August 5

After spending three weeks acquiring some basic understanding about poverty children in Columbus, two weeks of the remaining workshop time was planned to allow more direct experience with problems. This was provided through such diverse activities involving teaching, welfare visitation, observing juvenile court, and others.

Teaching. For the team teaching experience 18 elementary school pupils were selected who were typical of those the Preface teachers could anticipate in the Fall. All lived in a low-income district, they

represented each of the grades one through six, as well as a wide range of personal and academic achievement levels.

Parents received letters describing purposes of the summer session, and the time and place their youngsters would be met and returned each day (see Appendix E). An alternate list of parents were informed that their child would be allowed to attend in the instance of absenteeism. Insurance was arranged for the youngsters, as well as the rental of a university stationwagon to transport them daily to the University Laboratory School where they attended classes.

The Preface participants planned the content and activities in consultation with the resource teachers. The first-week program for nine children in grades 1-3 and the second-week program for the nine children in grades 4-6 was continuous, rather than repetitive in nature. Several days previous to their teaching assignment, each participant studied the public school cumulative folders of the children with whom he would work. The resource teachers explained the procedures for recording information; the project director interpreted test score data.

At least two Preface teachers and a resource teacher worked with the children each class day. Every afternoon session was video taped, then viewed and discussed by the participants and resource teachers after class that same day (3:00-5:00 p.m.). The project director daily received a subjective account of teacher behavior from the resource teacher that called attention to possible areas of each participant's needs, as well as strengths of performance. Each participant summarized his reaction to the teaching situation in a short paper.

The Welfare Visitation. Every participant accompanied a social caseworker for one day to visit several welfare homes. In advance the teachers were informed about the kinds of behavior to expect; they were introduced to parents as people who would shortly be teaching in a similar neighborhood and wanted to learn more about family problems. Though advised to observe and listen primarily, the teachers were permitted to ask some questions while in the homes. After the visitations the caseworker and participant discussed what had transpired; a reaction paper of several pages was submitted to the project director the following day.

Juvenile Court. By permission of the court judges, each participant was allowed to observe one day in juvenile court. Since juvenile proceedings usually are closed to the general public, no more than three teachers were allowed to attend daily. To profit as much as possible from the court experience the participants viewed a 45-minute tape before their visit which had been made several weeks in advance of the participants' workshop. In an interview in their chambers, the judges discussed the scope of delinquency and youth crime in Columbus, general disposition of cases, and the behavior expected of teachers on the day of observation. In the reaction papers, the teachers expressed shock in encountering instances of theft, glue sniffing, and pregnancy among such young children.

Reading. The task of enabling children to read is perhaps the single greatest problem encountered by teachers of the inner city. To help the Preface group improve their chance for success in this important endeavor, a series of one-day (July 25-29) reading seminars were conducted by Patti Denney, director of the Reading Improvement Project for the Columbus Public Schools. Because participants attended the seminar for only that single day involving the grade level of their Fall assignment, much interaction was possible.

Home School-Relations Seminar. Gene Fusco, specialist in School and Community Relations from the U.S. Office of Education, conducted a one-day seminar (July 25) focusing upon the problems of conjunctive effort. (45) After describing the rationale and practice for a number of the more successful city programs, he suggested guidelines to be utilized in establishing home-school collaboration. This lecture was followed by a discussion among the teachers concerning their apprehensions and fears in dealing with parents. Dr. Fusco responded with suggestions. The resource teachers shared certain of their experiences in working with parents, emphasizing common mistakes of beginning instructors and ways to overcome them. Teachers unable to attend because of their teaching, court, or welfare schedule heard the day's activities later via tape recorder.

Library. By the time the participants had listened to speakers for nearly three weeks (most of whom had a special book to recommend), there was sufficient direction to make independent study profitable. Apart from the four texts the project had purchased and provided each teacher, teachers now had an opportunity to review detailed descriptions of inner city programs in other cities; read recent books on disadvantaged children available for loan in the project office; or visit the Education Library to locate recommended articles. Finally, some participants felt that their best expenditure of time was to hear tapes again of some of the speeches presented earlier.

Program Development. At the end of the six weeks of experience, the participants met in small groups for a day and developed a list of additional activities recommended for others planning a similar kind of program. They offered suggestions that might be relevant in efforts to replicate such a Preface Plan.

1. Several ADC mothers should attend the entire workshop serving as a help source in discussions relating to perceptions of the poor.

2. There should be more opportunity for encounters with individual children. For example, this might be conversations with a child while taking him for a walk about his neighborhood or at the university.

3. Provide lecturers several weeks in advance with questions the participants wish to have considered so that the speakers can adequately prepare to address teacher concerns.

4. Provide each teacher with a set of the textbooks to be used at her grade level in the Fall in order to provide familiarity.

5. Use video taped demonstration lessons for teaching reading groups at each grade level.

Personal Assessment. To offer a teacher proper alternatives for obtaining his goals requires knowing something more about him than that he is having difficulty. The teaching methods best for him necessarily relate to who he is as an individual. A help-agent who is unaware of a teacher's individual psychosocial attributes may inadvertently suggest behavioral alternatives inconsonant with the teacher's personality. For example, to suggest that a teacher with a high need for structure and a low tolerance for frustration employ strategies involving great ambiguity and the attendant anxiety is foolish. Similarly, it may be unwise to counsel a teacher low in measured creative potential to invite much pupil speculation. This is not to say that some teachers cannot with help over time accommodate divergent pupil response; it is to imply that suggested alternatives take into account the current personal structure of the teacher. With each teacher's dignity and mental health in mind, certain psychological-personality instruments were administered to become better acquainted with participants who would be seeking assistance during the school year. Appendix F provides a description of the indices chosen for this purpose. To properly administer and use the results of these measures requires training that is in most cases comparable to membership in the American Psychological Association. In fact, certain of the tests are unavailable without evidence of proper credentials.[2]

August 8-12

During the final week of workshop activity the participants met together again, this time to consider additional areas of awareness considered important for success in the classroom. They also toured together the neighborhoods where they would serve during the upcoming school year. Activities for the sixth week are as follows:

Monday, August 8

"Some Relationships Between Physical Health and Scholastic Achievement," lecture by Mrs. Eliza Busenberg, chief supervisor of health, Board of Education, Columbus.

Question period and discussion.

"The Teacher's Role in Disease Prevention and Identification," lecture by Mrs. Eliza Busenberg.

Question period and discussion.

"The Feeling Context of Social Studies," lecture by Raymond Muessig, professor of education, Ohio State University.

Question period and discussion.

Distributed: "Teacher's Health Observation Sheet."

[2] In addition to the 12 instruments described, there were also included several measures of local design for which normative data is incomplete. Respectively, these devices relate to teacher motivation, self-concept, and reaction to classroom incidents.

Distributed: "Digest of Social Studies Methods from Social Science Seminar Series," developed by Raymond Muessig and V. Rogers.

Tuesday, August 9

"Cybernation and the Future of Our Poor," lecture by Robert Strom.

Question period and discussion.

Film—*Superfluous People.* The deplorable living conditions in urban slums are viewed in conjunction with the recurrent and provocative inquiry of whether slum dwellers as people are superfluous in America's estimate. 16mm black and white films, one hour in length. Rented from: Kent State University Film Library, Kent, Ohio, $8.25.

Distributed: *Mental Health and Achievement,* edited by E. Paul Torrance and Robert D. Strom. New York: John Wiley & Sons, 1965.

Wednesday, August 10

An all-day bus trip enabled the Preface participants to visit each of the 11 schools and neighborhoods. Guides for the tour included a neighborhood community worker, an apartment manager, youth center director, and the resource teachers. Along with a brief history and description of each school and its environment, a list of suggestions for nearby fieldtrips was offered along with the names of appropriate persons to contact in the case of institutional visits. Several bus stops were scheduled at which the following presentations took place:

"The Community Center as a Resource for Teachers," by Gladden Community Center Director Harry Biehman, delivered at the center. Special emphasis was given to the evening tutorial and sports function of similar centers throughout Columbus.

"High Rise Housing and Its Problems," by William King, manager of the Bolivar Arms complex. Following Mr. King's presentation, participants visited the twin tower residence where 70 per cent of the 2,000 occupants are members of families headed by an ADC mother.

"After School Life and the Department of Recreation," by Jacqueline Boyer, delivered at Schiller Park Youth Center. A list was distributed indicating recreational opportunities offered for elementary youngsters after 3 p.m. daily at the city's centers.

Thursday, August 11

"Function of the Elementary School Guidance Counselor," lecture by Anthony Riccio, professor of education, Ohio State University.

Question period and discussion.

"Inner City Families: Problems and Prospect," lecture by Simon Dinitz, professor of sociology, Ohio State University.

Question period and discussion.

Friday, August 12

"Project Procedures for the 1966-67 School Year and Tentative Projection of Events," outlined by Robert Strom.

"The Workshop: Its Strengths and Shortcomings," a roundtable discussion by participants and staff.

Evaluation of the workshop: each participant completed a Q-sort including each of the summer activities and submitted a written subjective reaction to the program.

The School Year Activities

School Visitations. A major goal of the Preface Plan during the regular school year was to provide whatever kinds of individual support were requested by each of the participants. This required three basic help sources: the resource teachers, the building principals, and the project director. Since the new teachers were well acquainted with the resource teachers from the summer collaboration and aware of their nonevaluative function, they were less reluctant than most beginners to solicit colleague assistance. Since the resource teachers also served in classrooms other than those of Preface teachers, the frequency with which they visited participants' classrooms was once in every ten days.

The most available help agent was the building principal, whose responsibility includes the supervision of all new staff members. Most of them quickly invited and confirmed teacher confidence in the administration.

The visitation schedule for the project director included getting around every 15 days to each participant's classroom. The usual procedure upon entering each school was to meet with its principal before visiting the Preface teacher's room. Because the principals had an opportunity to observe the participants in a number of daily contacts, they were a prime source of collaboration. In this regard the resource teachers were also quite helpful.

The focus of the observations varied depending upon a teacher's specific request to watch, discuss, or evaluate some method, lesson, or product in her room. Observations other than those in response to a request were unannounced; a tape recorder was used to focus on certain dimensions of teacher behavior. The Strom-Galloway Teacher Strategy and Interaction Index was used as a device to keep a pattern record of teacher-pupil response, rather than as a source of direct feedback to the participants (*see* Appendices G and H). The fact that the resource teachers' specified role denied them an evaluative function precluded the wider use of our observation schedules. Alternative behaviors suggested to teachers for achieving their goals were based in part upon the personality-psychological data gained during the summer session. An attempt was made in every instance to suggest alternative behaviors consonant with what was known of a teacher's personality.

Monthly Inservice Meetings. By prearrangement with the building principals and the Board of Education, substitute teachers were hired to replace one day each month the participants attending an inservice session held on the Ohio State campus. Unlike the summer session, topics for the monthly inservice meetings were drawn from needs which the teachers identified. An attempt was made to secure the services of persons having a national reputation to address the teacher interests. In addition to the attendance of participants and resource teachers, invitations to the monthly meetings included those leaders in the public schools directly related to the topic at issue. The calendar of agenda follows.

September 30

"Professional Educators in the Urbanized Society: Teachers of Citizens or Trainers of Denizens?" lecture by Warner Bloomberg, professor of urban affairs, the University of Wisconsin at Milwaukee.

Question period and discussion.

"The Teacher Model and Low-Income Children," lecture by Warner Bloomberg.

Question period and discussion.

October 25

"The Columbus Commitment to Educating Children of the Poor," remarks by Joseph Davis, assistant superintendent of special services for the Columbus Board of Education.

Question period and discussion.

"The Elementary Education Program for Our City," remarks by Hortensia Dyer, coordinator of elementary education for the Columbus Board of Education.

Question period and discussion.

"Nonverbal Communication in the Classroom," demonstration by Charles Galloway, professor of education, Ohio State University.

Question period and discussion.

Distributed: "A Summary of Eight Columbus Projects Being Operated Under the Elementary and Secondary Education Act of 1965."

November 30

"Teacher Ethic and Communicating With Parents," lecture by Robert Strom, professor of education, Ohio State University.

Question period and discussion

"Learning Theory and Teacher Behavior," lecture by Robert Strom.

Film—*Conscience of a Child.* The importance of identification in the development of moral judgment is traced by comparing four and five-year-old youngsters from different families. Special emphasis is placed on the role of the father. Dr. Robert Sears of Stanford University is the moderator describing his own research study. Rented from: University of Indiana, Audio-Visual Center, Bloomington, Indiana, $5.

Distributed: "Education—Key to Economic Equality for the Negro," by Robert D. Strom.

December 14

"Modern Math for the Inner-City Classroom," lecture by Vere DeVault, professor of education, University of Wisconsin at Madison.

Question period and discussion.

"A Demonstration of Teaching Modern Math," by Vere DeVault, using the Preface Plan participants as pupils.

Question period and discussion.

Films—*Portrait of a Disadvantaged Child.* Shows various factors affecting Tommy's ability to learn and his frustration at school. Contrasting homes show families supportive and others neglectful. Also film *Portrait of the Inner-City School,* which depicts varied teaching techniques—some good, some ineffective, and some harmful. Special problems and needs as well as strengths and values of poverty children are indicated. Each film is 16mm, black and white, 20 minutes in length, rented from Kent State University Film Library, Kent, Ohio, $3 and $3.75, respectively.

January 21

"Cognitive Styles and Creative Production," lecture by Robert Strom.

Question period and discussion.

"Measurement of Creative Potential," demonstration by Robert Strom.

Question period and discussion.

Distributed: *The Creative Process,* edited by Brewster Ghiselin. New York: Mentor Books, 1964.

Distributed: "A Bibliography of Publications in Open Sources Related to the Minnesota Studies of Creative Thinking," by E. Paul Torrance.

Demonstrated: The Imagicraft Record Series by E. Paul Torrance and Bert Cunnington designed to foster creative production in the elementary school (Ginn and Company). Each of the ten records in the series was made available for loan to participants for the remainder of the school year.

Midyear Evaluation: Results of the evaluation appear in this report on pp. 39–46.

February 21

"Evaluation in Teaching," lecture by Karou Yamamoto, professor of educational psychology, University of Iowa.

Question period and discussion.

Film—*Blackboard Jungle.* A teacher newly assigned to an inner city school tries to overcome the pressures put on him by his misbehaving students. The drama centers about his own indecision to leave the job or face up to the problem of improving his student relationships. 16mm,

black and white, two hours in length, rented from: Twyman Films, Dayton, Ohio, $25.

March 22

"Successful Reading Approaches for Teaching the Disadvantaged Child," lecture by Deborah Elkins, professor of education, Queens College of the City University of New York.

Demonstration: Teaching Reading with the Preface Plan participants serving as pupils.

Question period and discussion.

Distributed: "Questions Calling for Tentativeness," by Robert Strom.

April 24

"Low-Income Children and Classroom Discipline," lecture by Jacob Kounin, professor of education and clinical psychology, Wayne State University.

Question period and discussion.

"Principles for Effective Classroom Management," lecture by Jacob Kounin.

Question period and discussion.

Film—*A Presentation of Four Situations Involving Teacher-Pupil Conflict*. This film was made by Dr. Kounin in connection with his research project.

Question period and discussion.

Distributed: "Columbus Public Schools Policy Statement on Discipline."

Distributed: "A Bibliography Regarding Misconduct in the Classroom," by Jacob Kounin.

May 24

"How to Talk Dirty and Influence People: an In Depth Consideration of Slum Language," lecture by Harry Chovnick, chief of psychiatric services for the Columbus State School.

Question period and discussion.

Film—*Raisin in the Sun*. Portrays the conflict within a Negro slum family when they receive a $10,000 insurance bequest. Each member is dominated by strong personal feelings and even stronger outside influence as to how the money ought to be spent. 16mm, black and white, two hours in length. Rented from: Modern Sound Pictures, 1410 Howard Street, Omaha, Nebraska, $30.

Final Evaluation: Results of the evaluation appear in this report on pp. 46–57.

"A Personality Profile of the Preface Plan Teachers," by Robert Strom and Amy Blue, research assistant for the Preface Plan Project.

Distributed: "A Rationale for Teacher Change in Elementary School," by Robert Strom and Charles Galloway.

Determining Project Worth

The evaluation of this project took place at three different points in time, August, January, and May. In August, a Q-sort procedure was used to judge which among the summer help sources were most valuable to the participants. Every participant received 36 slips of paper, each of which indicated an intended help source during the six-week session, and eight marked envelopes. The following instructions were issued: Consider each of the 36 references on this set of slips as sources of help and information to yourself over the past six weeks. The task is to rank these in hierarched order. At the high end of the scale will be the sources most helpful to you; at the low end of the scale will be the sources of least assistance. Please follow the directions indicated below.

(a) Pick out the help source you consider to have been most important to you. Place this slip in the envelope marked "1."

(b) Pick out the 3 help sources which are next most important and place the slips bearing these sources in the envelope marked "2."

(c) Pick out the next 5 most important help sources and place them in the envelope marked "3."

(d) Pick out the 9 next most important help sources and place them in the envelope marked "4."

(e) From the remaining 18 help sources, pick out the one considered least important in assisting you and place it in the envelope marked "8."

(f) Place the slips bearing the 3 next least important help sources in the envelope marked "7."

(g) Place the slips bearing the 5 next least important help sources in the envelope marked "6."

(h) Place the remaining 9 slips in the envelope marked "5."

The group Q-sort findings shown in Figure 1 on the next page show that the most important aspects of summer program in the estimate of participants involved direct experiences more than indirect. The home visits in the company of a social worker was judged the single most important experience, and this was followed closely by juvenile court attendance and conversations with ADC mothers. The lone exception to the high value assigned to direct experiences was working with children. In the words of one teacher, "I did not feel that working with the children was as advantageous as it might have been due in part to the

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brevity of the experience and also my lack of preparation for video taping." Since other participants expressed a similar view, it appears that there should have been included in the training session some work with video tapes and use of feedback prior to the work with children.

A point of satisfaction with reference to the Q-sort is the position afforded the resource teachers as help sources. That films and texts can also be valuable if properly chosen is indicated. Certain among the speakers were far more influential than others, it would seem, at least to the Preface Plan participants.

When asked to submit a candid reaction to the summer program, all 21 of the participants found favor in its effect on them. Representative teachers' remarks explain more clearly the hierarchy of help source indicated on the Q-sort.

"My greatest trepidation upon entering the Preface Plan was centered about discipline, a fear of unknown problems which might arise... I had so often heard that the discipline in a slum school was entirely different from that in the middleclass area; thus, I feared that my previous teaching experience would not really help me. I now feel more confident that these children in the slum school are children although they will present some different problems. I feel much more aware of the problems facing the teacher in these areas, along with the problems

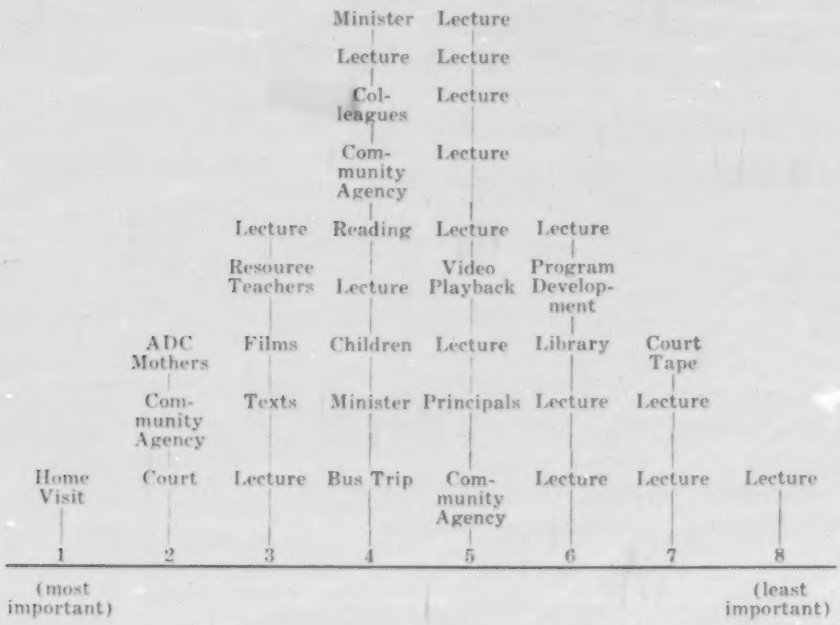

Figure 1. Q-Sort Hierarchy of Summer Experiences

facing the children and their parents. I would be less than honest if I said I was entering this new situation without any fear; however, this has been diminished, and I am generating more self-confidence."

"The program has given me confidence. Much of this comes from working with the resource teachers and other people from the Columbus School System. I know more what I am expected to do—the whole thing seems more familiar. Although not the main arm of the program, it is a great benefit I received. My confidence in dealing with the inner city child and his family has finally grown. I do feel more capable of handling an inner city position as a result of the program."

"I must admit that I came to this workshop almost terrified of the teaching situation into which I am going. I now believe that much of this fear was due to ignorance of the situation... Attending this workshop has exposed me to many of the situations and problems of low-income people—Negro and white. This helped me tremendously. Not all the uneasiness is gone but I certainly feel more competent in attempting to teach such children. I think the best parts of the workshop were the direct contact with the people themselves through the welfare and court visits, the ADC mothers, individual speakers such as Mrs. Woodward of NAACP, and the children themselves."

"There is one great positive thing about this group— it is a group, a reference point; we are not entering a system without friends, we have become members of something, a group of teachers before we start teaching. I think this is wonderful. I am glad I was a part."

For teachers to be favorably impressed by a summer program can be either relevant or not, depending largely upon whether learning has transfer value for the intended classroom setting. Since Preface participants could better assess the transfer features of their summer training after some time in the classroom, a midyear evaluation was administered four months later in January. However, even at the end of the summer term it was possible to ask persons experienced in Columbus' inner city about whether or not the Preface training was relevant to the intended setting. This information was obtained from an inquiry of the resource teachers.

"The Preface Plan has introduced a unique way of acquainting new teachers in inner city schools with people, situations, problems, and conditions with which they will be working. It seems to be the best answer for helping the schools to obtain better teaching under so many varied conditions, right from the beginning of the school year. These teachers who have had this experience will be better able to understand the children and so their expectations of them will be more realistic. As was pointed out so often, many teachers in the inner city schools leave the profession or request transfers because they feel they have failed. This program would tend to keep experienced teachers in these schools. The Preface Plan is certainly a headstart program for new teachers."

"The past six weeks of the Preface Plan Project leave me thinking of all the new inner city teachers starting their first year without

benefit of all the experiences we have shared! The many viewpoints presented made it possible to step back and see the broad view of the problems of the poor, their aspirations, their failures in terms of how we, as teachers, can best help them. . . The program will hopefully lessen the number of teachers 'wanting out' because of feelings of inadequacy. Many problems faced in the classroom, as the weeks go by, may be 'aired' at the monthly meetings. Teachers will know of their own successes and failures as they move through the first year."

"In my opinion, speakers such as Mrs. Woodward, Rev. Bernhard, Mr. Schilling, and the ADC mothers brought the problems of the poor 'out in the open.' The visits to the homes of welfare recipients and the observations in juvenile court no doubt were shock treatment for many. From such experiences I would hope these prospective teachers of inner city school children have developed a keener insight of and a better feeling toward the disadvantaged children with whom they will work. . . The program offered rich opportunities for the sharing of ideas, different points of view and gave many concrete examples of problems a new teacher will face."

Midyear Evaluation

To determine the continuing aspects of program effect and to identify the teacher's self-defined problems and satisfactions after four months of teaching, each participant was asked to respond in writing to five questions. A sampling of representative teacher comment follows the questions.

Given several months of teaching experience, as you look back do you feel the summer institute was of significant benefit? Explain.

"To be forewarned is to be forearmed. This course was like preventive medicine. I know that some experiences were handled much more casually and smoothly because I was ready to accept them, not shocked by them nor bewildered in my attempts to remedy certain situations."

"It helped me prepare for the poverty I was to see. Prior to my summer experience I had no idea what poverty was really like. Also the various speakers enlightened and aroused my interest about the racial issue and how it relates to education."

"The variety of speakers we encountered gave me a lot of insight on the problems of the inner city children that I had not been subject to."

"The summer program was of significant benefit to me because it helped to know the type of area I would be teaching in, the kinds of children I would face and the homes from which they came."

"I think the program has great value in helping to realize what children from low economic families are like, how they live, and how the teacher can work with them."

The fact that every single participant in January cited the summer experience as valuable just as they had at summer's end should not be taken as complete satisfaction on their part.

That the program had its limitations is apparent from these remarks:

"I feel that there could have been more teaching aids and ideas presented regarding method during the summer than was the case."

"I think that I would have benefited more by greater exposure with direct experiences and less emphasis on lectures."

"I would have derived greater benefit if we had dealt with more individual problems, worked with kids longer, and spent more time in the neighborhoods."

Briefly indicate the major problems you presently confront.

"I am having a problem disciplining my afternoon kindergarten class. They seem to be rather wild and immature."

"Although I think of it as a challenge, the problem confronting me is that of instruction as I am working with a slow group of children."

"Discipline has actually been my only real problem. The children seem to talk incessantly."

"I think I find it most difficult to know how to react to the children and some of the things they do. This relates to discipline too."

"The only major problem is what to do with the 57 I.Q. and the 75 I.Q. in my classroom."

"I feel that I am not getting through to every child as I would like to. It seems that there should be some method of reaching them, especially in reading, yet I do not feel I am completely successful. This leads to spells of depression—is it the child or me?"

"My major concern by far is whether any of the material I am attempting to make meaningful will ever be relevant to them. Some of our texts are not the best and I am not sure yet how to write my own."

"Even though the children are sufficiently motivated, they have low capacity for learning and retention. This is frustrating to the teacher and the children."

"The only problem I worry about makes it impossible to be concerned about much else. Our problem is our principal. I worry about her impact on my children."

"The problem of what I can do to try to get the parents actively involved in my program."

"The amount of my own money spent for simple supplies to obtain normal results in a kindergarten setting. Sometimes staff relations pose a problem. They feel I am too sure of myself for a beginner."

How do you feel about your teaching? How well do you feel you are doing?

"I feel I am a good teacher—how good for these children in the academic subjects I am not sure. But I do feel I have proven myself to be a good anchor, stabilizer, and example for them."

"I am doing a satisfactory job but it does not equal the extent to which I was effective in the past in another setting."

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"I am in a state of ambivalence. Sometimes I feel as though I am doing adequately and at other times less than satisfactory."

"At times I feel very frustrated but I think I am doing an above average job for a first-year teacher in this setting."

"At the moment I feel that if I could control the discipline problem, I would have a much better learning situation set up and would feel more relaxed in my work."

"I feel I am doing a good job. My discipline seems effective and fair. The children seem to enjoy school and respect my rights as well as each other's. They are learning slowly, but surely."

"I feel that I am doing the best I can with what materials I have. I can tell this by how the children have changed since the beginning of the year."

"I am not completely satisfied with my teaching nor am I distressed. I don't feel I am providing enough background in some areas that is badly needed. I also wish I could provide more enrichment for my more able students."

Has your preference concerning the type of neighborhood you originally requested to teach in changed or remained the same? Explain.

Table 1 reveals that a dramatic change in the teachers' neighborhood preference for assignment occurred between June and January. In June only eight teachers had elected to teach in low-income schools, by mid-January the number was seventeen. During the same interval of time, the number of teachers whose original choice was a middle-income neighborhood declined from eight to one. The five persons who in June had indicated no preference had during the interim made a decision either in favor of the low-income setting or were among the three expressing indecision at midyear.

At this time, would your choice be to teach in the same school next year? Explain.

"Yes, the staff is very close and the principal is excellent. She anticipates our needs and is most understanding of all our problems. She is always ready to help or offer a word of encouragement to new teachers.

TABLE 1

Teacher Change in the Preference of Neighborhood for Assignment

Type of Neighborhood	Preference Indicated in June	Preference Indicated in January
Low Income	8	17
Middle Income	8	1
No Preference	5	0
Undecided	0	3
Total	21	21

Also, she has indicated a great deal of confidence in me, which is very inspiring."

"I think I would prefer teaching in another school next year unless I decided to work in the prekindergarten. I enjoy the staff at the school immensely, but object to the hardened attitude of my principal and his opinions concerning punishment. He exerts little influence at the prekindergarten level."

"Yes, I would teach in the same school next year because I like the school and working with the children. Also I feel that teaching here is quite a challenge to me."

"I will not be here next year. However, if I were going to be here, I would prefer to stay where I am."

"Yes, I have enjoyed my experiences there and would like to continue there. I enjoy working with the children."

"Yes, it takes the first year in a new situation to get your feet wet—no matter where you are or what kind of job you are in. Another year should be much better. Parent acquaintances have been made and many things, records, etc., that were so new and confusing are now familiar and less taxing on the nerves. Should be able to do a better job by staying and roll with the punches."

"Yes, I would choose again to teach in the same school as I have ideal conditions for kindergarten (a small class, our own bathroom, our own outside exit.) I enjoy working with these children because they are not spoiled like middle-class children and appreciate every simple thing that you do for them. They crave for attention and recognition and I as a teacher believe this is a very rewarding experience."

"Yes, I enjoy the honesty, warmth, and the frankness of these children. I guess I also feel more urgently than ever before that these children need so much more. Whatever I can give them will be of some benefit I hope. There is so much more challenge here not because some say they are (dumber) but because they need so many more things—mentally and emotionally, that it keeps me hopping!! I enjoy them!"

To infer from inner city staff turnover statistics that all teachers requesting transfer necessarily dislike either low-income children or the children's parents may be a convenient assumption but it is also erroneous. As we have seen, there are a great number of sources of teacher discontent other than parents and children—one can be disappointed with the principal, fellow staff members, a lengthy distance from home to school and so forth. To minimize the level of inference regarding transfer among our own sample and to know more about the teachers' relationships within the school, the question about choice of future assignment was included.

Final Evaluation

At the last monthly inservice meeting of the school year, the participants were asked to respond in writing to two questions. This final

inquiry was meant to determine whether any appreciable change in teacher satisfaction had occurred. While there was only one instance in which great dissatisfaction was issued, several persons indicated more satsifaction and confidence than they had at midyear. In a number of cases the criteria for self-success shifted away from an emphasis on classroom discipline toward instructional goals. Note their answers to the following questions.

How well do you feel you are doing in the classroom? Also, briefly indicate the major problems you presently face.

"I like to think of my teaching in terms of the changes over the year. I feel I have learned a great deal and that I am doing much better. I think I have improved and done a more capable job because of the understandings I gained from the Preface Plan Project this year. My biggest problem remains that of making instruction relevant."

"I feel I am doing an adequate job overall. I am disturbed by the grading system and the early failure imposed upon the children. I wish for more time for talking individually with students, particularly those troubled ones in my class."

"My teaching this year was quite a challenging experience since my children were very slow in many aspects; the problem of devising realistic expectations bothers me but I feel that I did a good job.

"The children have progressed so well and we have all been so happy together that I think I must have done a fairly good job. The biggest problem is handling wide differences in ability."

"Mixed emotions; I am not entirely satisfied yet feel I am doing a job that is more than adequate. If only the reading deficiencies were less, things would be easier."

"I feel I am doing everything possible for my class; I think I am a good, sensitive, aware teacher. My greatest difficulty involves finding enough time to work individually with those needing such attention."

"I feel moderately successful. I wish I could redo many things I think I have failed at this year. I am particularly pleased with the relationship I established with my students. I wish I had the experience of past years of teaching to have done more for them. I did feel great success for them because I managed to get all but two of them reading in at least the transitional 3-4 reader and seven read on a fifth grade level."

"I really enjoy my teaching but still become frustrated and anxious whenever confronted with a discipline problem."

Has your preference concerning the type of neighborhood you originally hoped to teach in changed or remained the same? Explain.

Information gleaned from this question completed the effort to tap teacher preference for neighborhood assignment over the year long program designed to support his mental health as a person and effectiveness as a teacher. Table 2 indicates that in June only eight teachers preferred low-income settings, but one year later the number had in-

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creased to 20. Concurrently, the number of teachers initially electing middle-class settings was reduced from eight to one. All persons without a preference at the beginning of the program or undecided during its course had by May determined a preference.

What are your plans for next September? Will you remain in the same school? Explain.

Twenty of the 21 participants indicated that they expected to be on the staff for the Columbus Public Schools the following year. Their projected plans suggested:

1. 15 will remain in the same school by choice.
2. 5 have requested a transfer (3 because of conflict with their principal and 2 because of distance to school).
3. 1 is moving to another city and will teach there (California).

The monthly inservice meetings have been: (a) outstanding, (b) above average, (c) average, (d) below average, (e) poor.

Since one of the most frequent complaints among inner city teachers in general is that inservice meetings lack relevance, the teachers' reactions to the Preface Plan were of particular concern. The day-long monthly inservice sessions occuring between September and June were judged as follows:

1. 6 teachers indicated that the monthly inservice meetings were outstanding.
2. 14 teachers indicated that the monthly inservice meetings were above average.
3. 1 teacher indicated the monthly inservice meetings were average.
4. None of the teachers indicated that the monthly meetings were below average.
5. None of the teachers indicated that the monthly inservice meetings were poor.

TABLE 2

Teacher Change in the Preference of Neighborhood for Assignment

Type of Neighborhood	Preference Indicated in June	Preference Indicated in January	Preference Indicated in May
Low Income	8	17	20
Middle Income	8	1	1
No Preference	5	0	0
Undecided	0	3	0
Total	21	21	21

What are the shortcomings of the Preface Plan that should be made known to others intending to replicate this project?

"More educational speakers directly in contact with poverty problems."

"I would like to have group meetings or grade level meetings now that we have had one year of experience. Workshops on grade levels would be helpful."

"There should be more contact with people in the inner city like our trip with the social worker and working with ADC mothers."

"More direct experiences during the summer session with poor children and their families."

"More discussions with people who live within these deprived areas or who work with these people everyday of their lives. I highly recommend a panel of teachers from schools in these areas to discuss what they do in regard to discipline, etc."

"More dealings with disadvantaged children and parents would be greatly helpful if possible."

"I would have appreciated more evaluation but I understand why this original plan was prevented from being carried out. Perhaps more experience with the children in a larger group would be beneficial."

Do you recommend the Preface experience as being valuable for teachers newly assigned to the inner city?

All 21 of the participants answered 'yes' to this question adding remarks such as the following:

"Most definitely! I would have been absolutely lost if I hadn't had that help—the first year is hard with it—without it, it would have been misery!"

"I think all new teachers should have this experience. If nothing else is gained at least the teacher will approach her teaching with a positive attitude—very important. Your attitude is 9 10 of that which determines your success in these schools. No one with a poor attitude can possibly succeed in these schools."

"Where teachers lack experience, they frequently need guidance and insight into how to begin. A teacher who has some background not only can work more effectively but also has more confidence. The teacher who works with the culturally deprived needs to have a great deal of understanding about these children. One of the biggest aims in working with the deprived is understanding them. For these reasons I feel that the Preface Plan can be an effective experience and a valuable one for first-year teachers."

"Yes, mental attitude and teacher understanding of situations and self are doubly important here—middle-class backgrounds make one feel quite inadequate. It takes a large amount of self-confidence in one's ability and if one has not had experience before, it would be much worse."

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Principals. Building principals in Columbus Public Schools are responsible for evaluating the professional growth and teaching service of all teachers assigned to their school. For this reason it was relevant to pose the following question to each of the 11 principals involved in the Preface Plan Project.

In general, how does (Participant's Name) compare with other non-Preface Plan teachers newly assigned to the inner city whom you have supervised?

From Table 3 it is apparent that most of the participants, whether previously experienced or not, ranked rather well in their first year of inner city work according to their principals. Nine were judged above average, ten average, and only two poor, both of whom incidentally were teachers having previous classroom experience.

In addition to this general evaluation of teaching performance by principals, Assistant Superintendent Davis made available the end-of-the-year evaluation forms for each of the teachers. The Columbus evaluation form includes 44 items dealing with personal qualities, professional qualities, and teaching performance. It is completed by all of the teachers in the system in concert with their principal. The purpose and instruction for this instrument, as well as the instrument itself, appear in Appendix I.

To determine the principal's reaction to the year-long inservice activity, the question was asked:

Briefly indicate your personal assessment of the Preface Plan as a way of helping first-year teachers be more effective.

"Our three teachers were helped greatly with the Preface Plan. They were informed ahead of time about some of the problems they would be facing. Being exposed to the literature is but one way to prepare for an inner city school assignment. Bringing resource people to these teachers, focusing on specific problems, going to juvenile court to hear actual cases certainly presents live problems visually!"

TABLE 3

The Teaching Performance of Preface Teachers as Compared with Nonpreface Teachers in the Estimate of Building Principals

Performance	Experienced Preface Plan Teachers	First-Year Preface Plan Teachers	Total
Outstanding	0	0	0
Above Average	6	3	9
Average	4	6	10
Below Average	0	0	0
Poor	2	0	2

"Perhaps the most important aspect of the program was the awareness of the kinds of problems the children had and those which they brought from the home. H . . this Preface teacher handled situations which arose stemmed from what she learned in her inservice class and from her fellow teachers. It was difficult yet with this teacher I feel she profited from the program."

"It helps prepare them for problems, but the principal should be more involved in planning and teacher selection."

"I believe the first-year teacher is helped by the guidance given her. Experienced teachers too would profit from this guidance. Among the positive factors I noted were: acquaintance with the problems of the inner city child; more effective communication with children and parents; constructive ideas shared with other teachers; at staff meetings thoughtful ideas could be considered which influenced the establishing of learning programs and school policies; within the teacher was developed a feeling of confidence which helped the teacher cope with the problems arising in the classroom and on the playground; and concern was aroused over procedures used to affect desired behavior and learnings."

Central Administration. The following observations are by Joseph Davis, assistant superintendent of special services, Columbus Public Schools.

"Many aspects of the Preface Plan have created a favorable impression upon me. Above all, I appreciate the fact that the project was a collaborative effort involving a large-city school district and the college of education of a major state university. The problems and issues confronting such school districts and institutions of higher learning are so numerous and complex—and the human and material resources at the disposal of such districts and institutions are so limited—it seems essential that they embark on collaborative efforts whenever possible in approaching issues of joint concern. Such an approach can minimize fragmentation of effort and maximize campus-field productivity.

"The Preface Plan was a unique collaborative effort in terms of magnitude, concept, and precedent. Many of the problems that developed during the life of the project surely can be traced to the fact that the Columbus Public Schools and the College of Education of the Ohio State University had only limited experience of a genuine collaborative nature to draw upon in conceiving and implementing the Preface Plan Project. Perhaps the major outcome of the project will be the fund of experience in collaborative relationships generated by the project.

"Another promising outcome of the project was the development of a prototype preservice and inservice professional growth program for teachers assigned to inner city schools. I share the project director's belief that colleges of education can hardly be expected to provide sufficient orientation to the problems confronting the prospective inner city teacher and strategies for coping with such problems. Of necessity, teacher education at the undergraduate level must focus on the develop-

ment of general knowledge, skills, and competencies. However, the prospective inner city teacher requires a focused pattern of preparation if he is to cope effectively with the social and educational milieu into which he is cast. Although some general background is essential, it seems to me that the teacher's preparation for an inner city assignment should be as specific and as focused (in terms of the socioeconomic mix of the school to which he is being assigned) as possible.

"Principals of inner city schools involved in the Preface Plan Project have told me that the project has quelled some of the fears of new inner city teachers. I regard this as significant because such fear is commonplace among teacher candidates. I firmly believe that most of this fear springs from ignorance of inner city conditions. I suspect that the perceptions of inner city schools of too many prospective teachers are formed through their reading of popular magazines. Articles in such magazines tend to give too much emphasis to copy that has shock value. Beliefs and behavior patterns that are common among the inhabitants of the inner city do not get reported in such journals. For example, I doubt that the typical teacher-in-training is aware of the tremendous desire of inner city parents for good education for their children.

"As our prospective inner city teachers participated in Preface Plan activities during last summer, they became aware of the socioeconomic context in which their pupils were growing up; they became aware of public and private agencies concerned with the welfare of these children and their families; and they came face to face with many of the barriers to school achievement of inner city children. This awareness and confrontation with the realities of the inner city helped these teachers develop feelings of security, which are of fundamental importance to effective instruction in any socioeconomic mix.

"Another positive aspect of the Preface Plan Project was the opportunity it gave teachers facing similar situations to get together and share their problems, their triumphs, and their concerns at regular intervals during the school year. As a result, they surely felt less isolated in a school district that employs more than 4,500 teachers. All too often the teacher perceives only 850 square feet of the 'battleground,' and he quite naturally forms the impression that he alone is involved in a daily struggle for success and fulfillment. It is comforting to people to know that they are not alone, that others share their same challenges, and that reinforcements are available.

"I like the idea of releasing teachers during the regular hours of the school day for professional growth activities as we did in the Preface Plan. Holding such activities at the end of the school day, in the evenings or on Saturdays probably is better than not having any such activities at all. But I believe that professional growth activities are so important, strategies should be devised to involve teachers in such activities during the regular hours of the school day when they are fresh and relaxed and in position to attend fully to the activity at hand.

"If I were to offer one suggestion for planners of future Preface Plan projects, I would suggest that major attention be given to the inner city family as a unique sociological phenomenon. The family is the basic unit of our social structure. All teachers need to have a more profound understanding of the family regardless of the socioeconomic level of the community or neighborhood in which they teach. It is even more essential that inner city teachers be family-conscious, for quite likely the typical inner city family is quite different from the one in which he grew up. I believe what I am saying is this: in any preservice or inservice professional growth program for inner city teachers, organize a significant portion of the program around the problem area of the inner city family.

"The results should be viewed in perspective. Bear in mind that teachers newly assigned to low-income schools usually report a growing disaffection for their situation and by the end of the year, if they remain that long, are likely to request a transfer to some more economically favored neighborhood. Certainly, to be satisfied with the neighborhood and school is important, for dissatisfied teachers not only perform less well than they might but often are difficult for children to please, a circumstance always inimical to achievement. At the beginning of the Preface Plan Project, only 8 of 21 participants elected inner city teaching; by midyear that number had grown to 17 and later, at year's end, to 20. The reasons for this change are not all known. What is known is that the teachers early declared benefit from the program in terms of increased confidence, understanding, and sensitivity—that they later expressed satisfaction with themselves as teachers of the poor—that 19 out of 21 were ranked by principals as average or above and that most have elected to remain in the same school next year—factors that are powerful arguments for the assertion that the Preface Plan can in addition to preparing teachers to do well in low-income neighborhoods also encourage their tenure in such positions."

An Optimistic Approach

At the beginning of the Preface Plan, there were several questions regarding its likely effect upon teachers in terms of increased confidence and competence, the most helpful among its dimensions, and its tenability as an alternative for adoption by other urban centers. Each of these can be answered in terms of the actual experiences of the program.

Preface teachers enter the inner city classroom with an increased sensitivity toward children of the poor and less fear of them, with more confidence and understanding about the job than would have been the case omitting Preface training. That job satisfaction is sustained and in some cases increased over the school year is evidenced by the increase in choice to teach in a low-income school from 8 out of 21 initially to 20 at year's end. It would seem that such training can, in addition to preparing new teachers for low-income settings, also encourage their tenure in such positions.

The most valuable aspects of the training are those involving direct experiences with the poverty population such as home visitations, juvenile court attendance, and conversations with ADC mothers. The video tape teaching encounter with a sample group of children could be judged as valuable if there is adequate teacher preparation for the video tape activity and sufficient time allotted for work with the youngsters.

An important factor in the confidence of new teachers stems from the procedure of building support for them into their assigned school. Working with the resource teachers in a collaborative setting, free from evaluative threat and previous to the classroom assignment, fosters an early relationship of cooperation, mutual effort, and cohesion that helps the teacher later recognize that soliciting help is not an admission of failure. Colleague assistance is always available, and they are less reluctant in requesting it.

Like most teachers newly assigned to low-income neighborhoods, the greatest single inclass problem mentioned by Preface participants at midyear was discipline. Many teachers refer to the management problem as the major reason for requesting a transfer away from the inner city. But teachers of this study were, because of ample confidence in other aspects of teaching, able to improve in classroom management, retain effective instruction as more a primary goal than pupil obedience,

and at year's end elect to remain as a teacher of less privileged children —a rather competent teacher in the estimate of the principals.

The task of enabling teachers to become better is facilitated by using certain personality and psychological test results depicting the selfhood of a teacher. Such information represents vital matter for the help agent whose suggestions for classroom change should be restricted to behaviors that are consonant with the teacher's mental health.[1] Much has been written about the organizational resistors to change, but as the administrative obstacles decrease it will be necessary to confront the issue of identifying internal resistors, the factors indigenous to the teacher himself that stand in the way of his change and the kinds of change best for him. My hunch, already under investigation, is that teachers who are less self-aware, that is persons whose view of themselves is the most discrepant from the view held by their colleague help sources, are probably more resistant to change than are their more self-aware fellows (cf. Strom and Larimore 1970).

What appears as the greatest obstacle to overcome by those choosing to replicate the Preface effort involves institutional commitments. When members of the university and public school community elect to carry on joint efforts, it is absolutely vital that they first make certain that the institutional commitments they are authorized to make are in fact binding upon all persons that will be involved in the effort. Otherwise, there can only be departments of institutions that make commitments to departments of other institutions instead of the more desirable agreements at the institutional level. For example, the Assistant Superintendent of Columbus Public Schools has indicated:

"The Preface Plan Project was a unique collaborative effort in terms of magnitude, concept, and precedent. Many of the problems that developed during the life of the project surely can be traced to the fact that the Columbus Public Schools and the College of Education of the Ohio State University had only limited experience of a genuine collaborative nature to draw upon in conceiving and implementing the Preface Plan Project. Perhaps the major outcome of the project will be the fund of experience in collaborative relationships generated by the project."

There is every reason to believe that the Preface Plan is a tenable approach for other urban centers. The confidence expressed by participants in the Columbus program, their rated competence by responsible administrators, and their choice to remain in the low-income neighborhood all offer credence for an optimistic view. Somehow the schools of our great cities must do a better job in educating the poor. To achieve this goal requires that those charged with the responsibility are themselves ready for their task. A large and indeterminate number of teachers each year leave the profession because they feel ill-equipped for their

[1] For a discussion of this issue see Robert Strom, "Relating as a Professional," in *Psychology For the Classroom*. Englewood Cliffs: Prentice Hall, 1969, pp. 109–146.

assignment. Our country cannot afford losing them; neither can the children whom they cannot adequately serve. To be sure, many factors influence a teacher's effect. One potentially powerful but relatively undeveloped source of teacher help is inservice training—within this domain the Preface Plan deserves a place.

APPENDIX A

Invitation to Participants

You are invited to participate in the Preface Plan Inservice Training Program, an endeavor unique to Columbus Public Schools. In total there are 21 new elementary teachers receiving such an invitation. All of these persons have in common a Fall inner city school assignment. Recognizing the difficulties indigenous to educating low-income children and mindful of the school system's responsibility to equip teachers for meeting local needs, the Columbus school administration, in collaboration with the Ohio State University and the U.S. Office of Education, has this year implemented a new concept of inservice training. Known as the Preface Plan, this program is designed to offer new staff the preface of positive experiences that will provide a readiness base for success in low-income neighborhoods.

If you choose to participate in the Preface Plan, your inservice training will begin July 5 in Columbus. For six weeks from July 5 to August 12 you will attend a workshop at the Ohio State University (Monday-Friday, 8:30 a.m.-3:30 p.m.) during which there will be an opportunity to work directly with small children, observe your teaching on video tape, visit community agencies, learn more about successful instructional techniques and procedures from experienced staff members, do extensive reading about the problems of disadvantaged children, and take part in discussion-research groups.

Although transportation fees to Columbus are not provided, you will receive $75 per week for six weeks during the summer program. For those with dependents the weekly pay includes an additional $15. Should you anticipate studying for an M.A. degree, the summer workshop will count for six credit hours (tuition free) subject to admission by the Graduate School.

During the upcoming school year (September-June) you will be released from school one day per month to attend an inservice meeting at the Ohio State University. In addition, throughout the school year there will be consultation service available to you from the project staff.

We hope you can accept the invitation. If so, instructions will be forwarded immediately. In any case, welcome to Columbus!

Sincerely,

Robert Strom
Project Director

APPENDIX B

Description of Each Preface School by Its Principal

Hamilton School by Principal Kenneth Paul

Hamilton Elementary School is approximately 12 years old. The physical plant of the school is in excellent condition and kept in this manner by good custodians. It is the largest elementary school in the Columbus City School System and when built the area was in a high-average socioeconomic community.

The last six years has seen a rapid decline in the people of the area. The high mobility rate has changed the school from 37 per cent to 84 per cent Negro in the past three years. Homes in the area are not kept up as well as in the past and the children attending this school have poor attitudes, attendance problems, and lack discipline in their homes.

This school that 12 years ago embodied children from high-average socioeconomic homes has drifted to an inner city school with its needs and problems.

I have been most fortunate to have teachers who are capable and dedicated and who have tried hard to keep pace with the ever-changing status of the children. Because of these fine teachers, we have been able to have a school with good discipline and a curriculum as good as in any inner city school.

Dana School by Principal Marilyn Foreman

Dana was built in 1911 with remodeling finished in 1957 and 1962. It is in a low-middle class neighborhood with few landowners. We have a young transient but enthusiastic staff. Students are poor readers; we have interested parents but there is no followup on school work at home.

Highland School by Principal Jean F. Emmons

Highland has 26 classrooms, a library, a nurse's room, a pupil personnel office, and an auditorium-gym. It was built in 1894 with remodeling done in 1950. The student body is biracial as is the faculty. The neighborhood is predominantly composed of single family dwellings, some doubles, and few apartments.

Indianola School by Principal Mearl Caskey

Indianola Elementary School is located in the Ohio State University student housing area. The school was built in 1908. It is a three-floor building with 21 classrooms, library, teacher's lounge, cafeteria, auditorium, office, and nurse's room. The playground is very limited in size. We have 419 students from the Indianola community extending approximately one mile to the north and one mile to the south of the school. We also have 45 deaf students from all parts of Franklin County. These children are transported by taxicabs.

The school attendance area is in the low-middle socioeconomic level and declining. Parents are not as interested as they should be in their children, but they do accept the authority of the school. Yet they do not

follow the advice of educators. About 10 to 15 per cent are active and interested in the school and their children. The faculty is a fine group of teachers. Over 50 per cent have M.A. degrees and all work together for the best possible educational opportunities for children.

Trevitt School by Principal Alan C. Trottman

This school was built in 1964 with 15 rooms for classes on three levels. There is a multi-purpose room with stage, a conference room, nurse's room, and a library. The student body is composed of low-income Negro families. These children from these families are from broken homes or are illegitimate in the main. The children live in a federal housing project two and a half blocks from the school.

One of the biggest factors that a teacher will face is a fight which stemmed from one child calling another child's mother some kind of name. The children are quite jealous of what one may receive over another. Toughness is the order of the day. The parents want the children to fight back whenever struck; therefore, an accidental touch, brushing of the arm, or push brings on a slap or strike. But the children when made to work will respond. The children respect the adults in the building and as with all children will respond to firmness and kindness.

Livingston School by Principal Ray Kessler

Structured in 1901, Livingston School is composed of two large buildings. Several remodelings and new additions have been made to the old structure which houses approximately 600 students and 23 teachers inclusive of a reading improvement teacher and two enrichment teachers. In 1966 the new structure was completed and holds approximately 400 students and 13 teachers inclusive of two enrichment teachers. Low socioeconomic student body, fine faculty, wonderful parents, neighborhood average and below.

I think it is wonderful to teach at Livingston. There is much to accomplish in helping these children to raise themselves by their bootstraps.

Stewart School by Principal Rita Balcom

Our building was built in 1874 and was remodeled in 1953. We have three floors in a brick structure next to a beautiful park.

Our children *are* children! We have some bright ones, average ones, and some slow learners. For the most part our children are concerned about their school and what is going on in the classroom. They are dependable and responsible youngsters. There are some of our children with multi-problems and their behavior is not acceptable; then our energies are taxed considerably to determine the causes, or rather the sources causing their behavior.

Our faculty are simply the greatest! We work cooperatively for the best interests of our pupils. We strive to improve our instructional methods for the best education possible.

Our parents work well together. Unfortunately, not all of our parents show interest to work in the PTA, but those who do take active parts in our PTA projects. The interest in our PTA group here is on the climb and I am encouraged with the warm enthusiasm which exists.

The school is located in the German Village area which is just thriving! There is much activity in the restoration of homes. The German culture, architecture, brick sidewalks and streets, quaint shops, and restaurants really stand out. We have a better group of people moving into our neighborhood and our mobility is down. There is a trend towards more stability. It is exciting to work with so many different kinds of people!

I believe that Stewart offers many challenges to our teaching staff. It is rewarding to work in a happy atmosphere where dedicated teachers strive to work with individuals and try to understand these children. Our philosophy is to take each child where he is and to move forward as best we can. Ongoing evaluation is insisted upon and home visits, parents conferences, and knowledge of the home is paramount in getting to know about the home environment. How else can we try to meet individual needs!

Sullivant School by Principal Doris Carter

Sullivant School is a modern masonry building erected in 1954 to which an addition was built in 1961. There are 18 classroom teachers plus one enrichment teacher for first grade. There are white and non-white teachers on the staff. The principal and one teacher have the Master of Arts degree.

The majority of students live either in Sullivant Gardens, a low rent Metropolitan Housing Development or Murray Hill Apartments. The latter is being developed by a local building firm financed by FHA loans and all residents are restricted to a certain income. If incomes exceed the maximum established by the government, the residents must move. Many parents receive public assistance. Less than five per cent of the parents in the Sullivant School community are homeowners. There is considerable mobility due to the nature of the housing in the community.

The community is gradually reverting to light industry. Several businesses dislocated when the West Mound Freeway was built have resettled around the school particularly on Harmon Avenue. A motor freight terminal is being built next to the school. There are no health facilities in the community, no doctors, drug stores, or dentists. The children are isolated from recreational programs at Gladden Community House or Sunshine Recreation Center by distance or the Freeway. There is one supermarket some distance away.

To be assigned to Sullivant School is a challenging, often very satisfying experience. The needs of the children are no different from those of any children; however praise, encouragement, acceptance, patience are needed in large amounts.

Sixth Avenue Elementary School by Principal Evelyn W. DeLoache

This school is located in the heart of the industrial district. The parents of the pupils are very cooperative. They seem to, for the most part, have complete confidence in the principal and teachers' ability to do a good job. Their children are fine, and Sixth Avenue has very few cases of truancy and serious misconduct. They are respectful towards their teachers. For the most part they are neat, tidy, and seem to be well fed.

They seem appreciative of the conditions surrounding the school. I, as principal, feel that Sixth Avenue Elementary School is an ideal school in which to be a teacher. However, we lack a multi-purpose or assembly room. This handicaps our program, somewhat, but we 'make do.'

Siebert School by Principal Nettie McAllister

Siebert School was originally built in 1888. The entire building was remodeled and an addition of four classrooms made in the late fifties; it is spacious, light, very comfortable. The students are generally speaking low average in ability, coming from low to low average homes economically. Several are from broken homes and many of the others come from poor homes. The neighborhood is an old one, and some of the older 'good' families have stayed on because of conscience, sentiment, and roots. Some of the very old and better families have given in and gone to suburbia. As the older people have died, some of their homes have been sold to young families, have been duplexed, or more than one family now occupies the home. There are some older rows of flats and a few new apartment buildings. Parents are generally quite cooperative with only a few quite difficult ones. Children are generally respectful, like the school and teachers. A few are uncooperative. The faculty is a young one. It is generally very good. Siebert is friendly throughout—teachers, students, parents, everyone!

Olentangy School by Principal Evelyn Swickard

Olentangy is located in the Columbus Redevelopment Area—redevelopment stimulated by the building of the freeway and the need for improved housing conditions. We had a mobility index of 94 per cent for 1965-1966, which involved 200 children moving in or out of the school attendance area. A teaching staff of six serves children in Grades k-6 plus one teacher serving a special class. Olentangy is used by the Council for Retarded Children to educate 92 retarded children. Approximately ten classrooms are used by the Council. The school was built in 1922 and was remodeled in 1963. The student body is noisy and poorly supervised. Our faculty is average in competence but lacks experience in teaching. As for parents and neighborhood, they are quarrelsome and have no PTA group.

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APPENDIX C

Population Statistics for Each Preface School

Elementary School	Total Preface Teachers	Total Faculty Population	Total Pupil Population	Pupil Percentage White	Negro	Other
Dana	1	21	587	99	1	..
Hamilton	1	32	1,080	16	84	..
Highland	2	26	810	38	61	1
Indianola	1	14	419	95	4	1
Livingston	2	34	1,007	55	45	..
Olentangy	1	8	193	94	6	..
Siebert	3	17	545	99	1	..
Sixth Avenue	3	9	304	20	80	..
Stewart Avenue	3	12	372	99	1	..
Sullivant	2	19	503	53	47	..
Trevitt	2	11	279	1	99	..

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APPENDIX D

Grade Level Enrollment Figures for the Preface Participants' Classroom

	Negro	White	Total
Kindergarten[a]			
Dana	0	54	54
Highland	36	12	48
Siebert	0	75	75
Sixth Avenue	43	10	53
Sullivant	22	14	36
Sullivant	20	14	34
Grade 1			
Highland	25	7	32
Indianola	3	20	23
Siebert	0	30	30
Sixth Avenue	30	1	31
Trevitt	22	0	22
Grade 2			
Stewart Avenue	0	26	26
Grade 3			
Livingston	12	14	26
Siebert[b]	0	25	25
Sixth Avenue	31	1	32
Stewart Avenue	1	27	28
Stewart Avenue	0	28	28
Grade 4, 5			
Olentangy[c]	6	30	36
Grade 6			
Hamilton	26	6	32
Livingston	9	22	31
Trevitt	33	0	33
TOTAL	319	416	735

a Since all kindergartens operate double sessions, the kindergarten figures include morning and afternoon enrollments.

b Second and third grade combination class.

c Fourth and fifth grade combination class.

APPENDIX E

Letter to Parents of Student Participants

Dear Parent:

The Ohio State University in cooperation with the Columbus Public Schools is operating a summer program to help beginning teachers to better serve children. Since the program is sponsored by the University and not the Columbus Public Schools, we want you to understand this is not a school project. Insurance will be purchased for your child by the University.

The Ohio State University will be responsible for picking up your child in front of Milo School at 9:00 a.m. on the days the program is in effect and returning him at 3:30 p.m. Your child will be responsible for getting to the school before 9:00 a.m. and home again after 3:30 p.m.

Your child will have an enriched learning experience including going to lunch with the teachers to a different restaurant each day. Students will have experiences with reading, arithmetic, aesthetic appreciation, etc.

Two groups of children will be involved—each for one week. If your child is in grades 1 to 3, he will be attending a session from July 25 to July 29. If your child is in grades 4 to 6, he will be attending the week of August 1 to August 5.

Sincerely,

Joseph Dupuis — Milo Principal

Robert Strom — Project Director

.....has my permission to attend the summer program sponsored by the Ohio State University. I understand transportation to and from the University will be provided and lunch will be provided. Since this is a program sponsored by the Ohio State University, I understand the Columbus Public Schools are not responsible for any aspect of this summer activity.

.....

Parent Signature

APPENDIX F

California Psychological Inventory (29).

Unlike many of the standard assessments designed for use with problems of deviant behavior, the CPI deals with personality features having a wide pervasive applicability to human behavior. They are related to the healthy aspects of personal functioning rather than to the morbid and pathological. Intended primarily for use with 'normal' (non-psychiatrically disturbed) subjects, the CPI has since 1951 been administered to more than 750,000 persons of all age groups between 12 and 70. Each of its 18 scales is intended to cover one important facet of interpersonal psychology, with the total set providing a comprehensive survey of a person from this social interaction reference.

To emphasize some of the psychological and psychometric clusterings that exist among the various scale purposes, author Harrison Gough has grouped them into four broad class categories:

I. Class I. Measures of Poise, Ascendancy, and Self-Assurance
   1. Dominance: To assess factors of leadership ability, dominance, persistence, and social initiative.
   2. Capacity for Status: To measure the personal qualities and attributes which underlie and lead to status. Serves as an index of an individual's capacity for status (not his actual or achieved status).
   3. Sociability: To identify persons of outgoing, social, participative temperament.
   4. Social Presence: To assess factors such as poise, spontaneity, and self-confidence in personal and social interaction.
   5. Self-Acceptance: To assess factors such as sense of personal worth, self-acceptance, and capacity for independent thinking and action.
   6. Sense of Well-being: To identify persons who minimize their worries and complaints, and who are relatively free from self-doubt and disillusionment.

II. Class II. Measures of Socialization, Maturity, and Responsibility
   7. Responsibility: To identify persons of conscientious, responsible, and dependable disposition and temperament.
   8. Socialization: To indicate the degree of social maturity, integrity, and rectitude which the individual has attained.
   9. Self-Control: To assess the degree and adequacy of self-regulation and self-control, freedom from impulsivity, and self-centeredness.
   10. Tolerance: To identify persons with permissive, accepting, and nonjudgmental social beliefs and attitudes.
   11. Good Impression: To identify persons capable of creating a favorable impression, and who are concerned about how others react to them.
   12. Communality: To indicate the degree to which an individual's reactions and responses correspond to the modal ("common") pattern established for the inventory.

III. Class III. Measures of Achievement Potential and Intellectual Efficiency

13. Achievement via Conformance: To identify those factors of interest and motivation which facilitate achievement in any setting where conformance is a positive behavior.
14. Achievement via Independence: To identify those factors of interest and motivation which facilitate achievement in any setting where autonomy and independence are positive behaviors.
15. Intellectual Efficiency: To indicate the degree of personal and intellectual efficiency which the individual has attained.

IV. Class IV. Measures of Intellectual and Interest Modes

16. Psychological-mindedness: To measure the degree to which the individual is interested in, and responsive to, the inner needs, motives, and experiences of others.
17. Flexibility: To indicate the degree of flexibility and adaptability of a person's thinking and social behavior.
18. Femininity: To assess the masculinity or femininity of interests.

Edwards Personal Preference Schedule (30).

Personality inventories are generally made up of statements relating to traits so that a "yes" response indicates that the subject believes the statement is characteristic of himself and a "no" response that it is not. The influence of social desirability in responses has been minimized on the EPPS. Assume that two statements offered represent different personality traits and that each is equal with respect to social desirability scale values. Under these conditions, selecting from a pair of statements the statement more characteristic of oneself renders the factor of social desirability less an influent than in a yes-no item choice.

Alan Edwards' EPPS departs from most personality inventories which purport to indicate an individual's degree of adjustment, anxiety, emotional stability or, in some instruments, the clinical syndromes of maladaptive response—hysteria, paranoia, or schizophrenia. Such inventories present definite problems in counseling citations where it often is desirable to report scores back to the testee. These connotations are less likely to be attached to the 15 normal, yet relatively independent, manifest need variables measured by the EPPS.

1. Achievement: To do one's best, to be successful, to accomplish something of great significance, to be a recognized authority.
2. Deference: To get suggestions from others, to find out what others think, to follow instructions, and do what is expected.
3. Order: To have written work neat and organized, to make plans before starting on a difficult task, to have things organized.
4. Exhibition: To say witty and clever things, to tell amusing jokes and stories, to talk about personal adventures and experiences, to have others notice and comment upon one's appearance.

5. Autonomy: To say what one thinks about things, to be independent of others in making decisions, to feel free to do what one wants, to do things that are unconventional.
6. Affiliation: To be loyal to friends, to participate in friendly groups, to do things for friends, to form new friendships.
7. Intraception: To analyze one's motives and feelings, to observe others, to understand how others feel about problems, to put one's self in another's place.
8. Succorance: To have others provide help when in trouble, to seek encouragement from others, to have others be kindly, to have others be sympathetic and understanding about personal problems.
9. Dominance: To argue for one's point of view, to be a leader in groups to which one belongs, to be regarded by others as a leader.
10. Abasement: To feel guilty when one does something wrong, to accept blame when things do not go right.
11. Nurturance: To help friends when they are in trouble, to assist others less fortunate, to treat others with kindness and sympathy, to forgive others.
12. Change: To do new and different things, to travel, to meet new people, to experience novelty and change in daily routine, to experiment and try new things.
13. Endurance: To keep at a job until it is finished, to complete any job undertaken, to work hard at a task, to keep at a puzzle or problem until it is solved.
14. Heterosexuality: To go out with members of the opposite sex, to engage in social activities with the opposite sex, to be in love with someone of the opposite sex, to be regarded as physically attractive by those of the opposite sex.
15. Aggression: To attack contrary points of view, to criticize others publicly, to tell others off when disagreeing with them, to get revenge for insults, to become angry, to blame others when things go wrong.

Study of Values: A Scale for Measuring the Dominant Interests in Personality (31).

In his book *Types of Men*, Edward Spranger (32) defends the view that the personalities of men are best known through the study of their values or evaluative attitudes. Using Spranger's classification, Allport, Vernon, and Lindzey have devised a study of values primarily for use with college students or with adults of equivalent education. The *Study of Values*, originally published in 1931 and revised in 1960, measures the relative prominance of six basic interests or motives in personality: the theoretical, economic, aesthetic, social, political, and religious. Respectively:

(1) The Theoretical: The dominant interest of the theoretical man is the discovery of truth.
(2) The Economic: The economic man is characteristically interested in what is useful.
(3) The Aesthetic: The aesthetic man sees his highest value in form and harmony.

(4) The Social: The highest value for this type is love of people. In the *Study of Values*, it is the altruistic or philanthropic aspect of love that is measured.
(5) The Political: The political man is interested primarily in power.
(6) The Religious: The highest value of the religious man may be called unity.

The Rosenzweig Picture-Association Study for Assessing Reactions to Frustration (33).

The picture-frustration study, (briefly referred to as the PF instrument), represents a limited projected procedure for disclosing patterns of response to everyday stress widely recognized to be important in both normal and abnormal adjustment. Each of the 24 cartoon-like pictures comprising the test depict two people involved in a mildly frustrating situation common to most of us. At the left of every picture a figure is shown saying certain words that help to describe the other person's frustration or that prove frustrating to him. A blank caption appears above the frustrated person on the right. All expressions of personality and facial features are purposely omitted from the pictures. The situations included are comprised of two types: ego blocking and superego blocking. Ego blocking issues are those in which an obstacle, personal or impersonal, interrupts, disappoints, deprives, or otherwise frustrates the subject. Superego blocking represents some accusation, charge, or incrimination of the subject by someone else.

The person taking the test is instructed to successively inspect each situation and fill in the blank captions with the first appropriate reply entering his mind. It is assumed that the person taking the PF test will unconsciously or consciously identify himself with the frustrated individual in each pictured situation and in the replies given project his own bias. To assess this, bias scores are assigned to each response regarding the direction of aggression and type of reaction. Subsumed under direction of aggression are: (1) extrapunitiveness—when aggression is turned upon the environment; (2) intropunitiveness—when aggression is turned by the subject upon himself; (3) impunitiveness—in which an evasion of aggression is made to gloss over the frustration. Subsumed under reaction types are: obstacle dominance in which the barriers occasioning the frustrations stand out in the responses; ego defense in which the subject's ego predominates; and need persistance in which resolution of the frustrating situation is emphasized.

Gordon Personal Inventory (34).

Developed from a factor analysis approach, the GPI may be used with students of high school and beyond. The four personality traits which it measures are important ones in determining the adjustment of normal individuals in numerous educational and social situations: cautiousness, original thinking, personal relations, and vigor.

High and low scores on each of the scales are interpreted as follows:

Cautiousness: Individuals who are highly cautious, who consider matters very carefully before making decisions, and do not like to take chances or run risks, score high on this Scale. Those who are impulsive, act on the spur of the moment, make hurried or snap decisions, enjoy taking chances, and seek excitement, score low on this Scale.

Original Thinking: High scoring individuals like to work on difficult problems, are intellectually curious, enjoy thought-provoking questions and discussions, and like to think about new ideas. Low scoring individuals dislike working on difficult or complicated problems, do not care about acquiring knowledge, and are not interested in thought-provoking questions or discussion.

Personal Relations: High scores are made by those individuals who have great faith and trust in people, and are tolerant, patient, and understanding. Low scores reflect a lack of trust or confidence in people, a tendency to be critical of others, and to become annoyed or irritated by what others do.

Vigor: High scores on this Scale characterize individuals who are vigorous and energetic, who like to work and move rapidly, and who are able to accomplish more than the average person. Low scores are associated with low vitality or energy level, a preference for setting a slow pace, and a tendency to tire easily and be below average in terms of sheer output or productivity.

The Guilford-Zimmerman Temperament Survey (35).

One of the most often employed instruments to obtain a comprehensive picture of individual personality is the Guilford-Zimmerman Temperament Survey. Comprised of 300 items, the survey yields a score index for each of ten traits that have been identified by factor-analysis procedures. The utility of the traits concept has been amply demonstrated in their clinical applications and in vocational counseling and placement.

The ten traits are:

General Activity	Objectivity
Restraint	Friendliness
Ascendance	Thoughtfulness
Sociability	Personal Relations
Emotional Stability	Masculinity

Watson-Glaser Critical Thinking Appraisal (36).

Some of the important abilities involved in critical thinking are measured by the Watson-Glaser instrument which purports to serve both as a test of such factors and as a tool for their development. Most of the content resembles arguments, problems, and statements that each of us daily encounter in our reading, televiewing, or discussion with other people. Each of the 99 items making up five subtests calls for critical thinking about one of two subject matter types. Some items deal with problems of a neutral nature, for example, the weather, about which people generally do not have strong feelings. Though parallel in structure, other items relate to economic, social, or racial issues that people generally have strong feelings about and indicate their bias or prejudice. The emotional impact of each item will vary from person to person, but the inclusion of areas of common prejudice or controversy is necessary to provide a partial sample of an individual's thinking about concerns in which he has personal involvement. Any subject's total critical thinking score will probably be reduced by any lack of objectivity. The five subtests are:

Test 1: Inference. Designed to sample ability to discriminate among

degrees of truth or falsity or probability of certain inferences drawn from given facts or data.

Test 2: Recognition of Assumptions. Designed to sample ability to recognize unstated assumptions in given assertions or propositions.

Test 3: Deduction. Designed to sample ability to reason deductively from given premises; to recognize the relation of implication between propositions; to determine whether what seems an implication or necessary inference between one proposition and another is indeed such.

Test 4: Interpretation. Designed to sample ability to weigh evidence and to distinguish between unwarranted generalizations and probable inferences which, though not conclusive or necessary, are warranted beyond a reasonable doubt.

Test 5: Evaluation of Arguments. Designed to sample ability to distinguish between arguments which are strong and important to the question at issue and those which are weak and unimportant or irrelevant.

Torrance Test of Creative Thinking (37).

In both his verbal and figural tests, Torrance has devised activities that make use of what is known about the nature of the creative thinking process, the qualities of creative products, and creative personalities. An attempt is made however to assess the results of these two tests in terms of Guilford's divergent thinking factors: fluency, flexibility, originality, and elaboration.

For example, one straightforward model of important elements for creative thinking is the ask and guess subtest, included in the verbal battery to allow subjects a chance to express their curiosity, show an ability to develop hypotheses and think in terms of possibles. The number of revelant responses gives a measure of ideational fluency, while the number of shifts in thinking or categories of questions, causes or consequences, yields an index of flexibility. The statistical infrequency of these questions, causes or consequences, or the extent to which the response represents a mental leap or departure from the obvious and commonplace gives the measure of originality. The detail of specificity incorporated into the questions and hypotheses are measures of an ability to elaborate. Additional verbal tasks entail product improvement, unusual uses, unusual questions, and responses to improbable situations.

The figural tasks may require one to think of a picture in which the provided shape is an integral part. An effort is made to elicit an original response by asking subjects to think of something that no one else in the group will produce. Elaboration is encouraged by the instructions to add ideas that will make the picture tell as complete a story as possible. Thus the product is evaluated for originality and elaboration. Other figural subtests involve incomplete figures and parallel lines which should elicit the creative tendency to bring structure and completeness to whatever is incomplete, while the circles and closed figures require the ability to disrupt or destroy an already closed form.

FIRO B (38).

FIRO stands for "Fundamental Interpersonal Relations Orientation." It signifies the basic idea that every person orients himself in

characteristic ways toward other people, and the basic belief that knowledge of these orientations allows for considerable understanding of individual behavior and the interaction of people. The postulate of author William Shutz is that every individual has three interpersonal (or group) needs: inclusion, control, and affection.

The interpersonal need for inclusion is defined behaviorally as the need to establish and maintain a satisfactory relationship with people with respect to interaction and association. On the level of feelings the need for inclusion is defined as the need to establish and maintain a feeling of mutual interest with other people. This feeling includes (1) being able to take an interest in other people to a satisfactory degree; and (2) having other people interested in the self to a satisfactory degree. With regard to the self-concept, the need for inclusion is the need to feel that the self is significant and worthwhile.

The interpersonal need for control is defined behaviorally as the need to establish and maintain a satisfactory relationship with people with respect to control and power. With regard to feelings, the need for control is defined as the need to establish and maintain a feeling of mutual respect for the competencies and responsibilities of others. This feeling includes (1) being able to respect others to a satisfactory degree; and (2) having others respect self to a satisfactory degree. The need for control, defined at the level of perceiving the self, is the need to feel that one is a competent, responsible person.

The interpersonal need for affection is defined behaviorally as the need to establish and maintain a satisfactory relationship with others with respect to love and affection. At the feeling level, the need for affection is defined as the need to establish and maintain a feeling of mutual affection with others. This feeling includes (1) being able to love other people to a satisfactory degree; and (2) having others love the self to a satisfactory degree. The need for affection, defined at the level of self-concept, is the need to feel the self is lovable.

According to Shutz, this type of formulation stresses the interpersonal nature of these needs. They require that the organism establish a kind of equilibrium, in three different areas, between the self and other people. In order to be anxiety-free, a person must find a comfortable behavioral relation with others with regard to the exchange of interaction, power, and love. The need is not wholly satisfied by having others respond toward the self in a particular way, nor is it wholly satisfied by acting toward others in a particular fashion. A satisfactory balance must be established and maintained. The six indices of the FIRO B are:

Wanted Inclusion	Wanted Affection	Wanted Control
Expressed Inclusion	Expressed Affection	Expressed Control

The Myers-Briggs Type Indicator (39).

The purpose of this indicator is to implement the theory of type expressed by Carl G. Jung, the Neo-Freudian. It was Jung's assumption that much apparently random variation in human behavior is actually quite orderly and consistent because of certain basic differences in the way people prefer to use perception and judgment. By perception is meant those processes of becoming aware of things, people, occurrences,

or ideas. By judgment is meant the processes of reaching conclusions about what has been perceived. If people differ systematically in what they perceive and the conclusions they come to, they may as a result show corresponding differences in their reactions, interests, values, needs, and motivations, in what they do best, and in what they like to do best. With this as a working hypothesis, the Myers-Briggs Type Indicator purposes to ascertain the effects and combinations of preferences by having individuals report on their perceptions and judgments.

The indicator contains separate indices for determining each of four basic preferences which under this theory structure the individual personality.

Preference as Between	*Affects Individual's Choice as to*
Extraversion or Introversion	Whether to direct perception and judgment upon environment or the world of ideas
Sensing or Intuition	Which of these two kinds of perception to rely on
Thinking or Feeling	Which of these two kinds of judgment to rely on
Judgment or Perception	Whether to use judging or perceptive attitude for dealing with environment

Runner Studies of Attitude Patterns (40).

The Runner instrument is designed for people whose daily work requires them at least to recognize and, hopefully, to develop resources in other people. It pertains to desires for excitement and personal growth on the one hand versus desires for comfort and personal security on the other. Almost all of the 118 items are derivations or elaborations of this basic conceptual dichotomy of desire for new experience and growth as opposed to desire for comfort and security. It is convenient to think of the 12 scales as related to 4 discrete types of personal orientation:

1. *Control Oriented*, including
   - Emphasis on Rules and Tradition
   - Practical Planfulness
   - Hostility
   - Passive Compliance
2. *Freedom Oriented*, including
   - Experimental Orientation
   - Intuitive Orientation
   - Resistance to Social Pressure
   - Pleasure in Tool Implemented Handskills
3. *Recognition Oriented*, including
   - Extroversiveness
   - Desire for Power and Authority
4. *Anxiety Oriented*, including
   - Performance Anxiety
   - Social Anxiety

APPENDIX G

Teacher Strategy Schedule

Task Orientation of Teacher Expectation	Informs or Tells	Asks or Solicits	Shows or Demonstrates	Appraises or Evaluates
1. Ego Deflation				
2. Ego Inflation				
3. Threatens				
4. Promises				
5. Structures				
6. Assigns				
7. Assists				
8. Conveys Enthusiasm				
9. Encourages Confidence				

Ideational Content of Teacher Expectation

10. Memory
11. Convergent
12. Divergent

Behavior Strategies (Task Expectations)

1, 2. Ego Deflation
A teacher act that attempts to motivate a student to achieve by belittling, disparaging, dissatisfying, or ego diminishing behaviors. A teacher act that attempts to motivate a student to achieve by overstating or exaggerating the ability of the student to do. Blowing up the child's ego and insisting that the child can succeed. That is, if the child will only try harder he can meet the ego-ideal the teacher has for him.

3, 4. Threatens or Promises
A teacher act that threatens, cajoles, or admonishes. For example, if you (the student) don't do this, such and such will happen or will not happen. A warning that certain consequences will follow if .... A teacher act that promises or offers rewards or satisfactions if the student will comply with implied requirements or expectations.

5. Structures or Orders
A teacher act that structures or maintains a classroom situation, by focusing pupil's attention or interest or work, or by reminding pupils to continue. A maintenance maneuver that sustains activity. A typical or routine order-maintaining teacher act. This behavior may be directed toward an ordering or manipulation of the environment or the pupils. A behavioral strategy of arrangement and organization of things and pupils by the teacher.

6, 7. Assigns or Assists
The assignment of seatwork, participation, or an activity by the

teacher. When the teacher expects the pupil to comply through either a work or play activity, then an assignment has been made. Neither an assignment to a desk nor a request in discussion would fit here, but usually much pupil activity has been prompted by this strategy.

When the teacher engages in assisting, facilitating, helping behaviors to sustain the pupil in his activity. A teacher may walk around the room to offer assistance, answer questions, or provide help. It may be a self-initiated or responsive teacher act.

8. Conveys Enthusiasm
A teacher act that exhibits a belief in the student or that shows enthusiasm toward the subject matter or the student. An expression that reveals a trust or value in the student. The category is usually in the form of a response to a student or a teaching situation. The act reveals a belief in the worth of what is occurring.

9. Encourages Confidence
A verbal or behavioral act that supports a student's behavior by suggesting that he answered a question satisfactorily, that he is fulfilling a task expectation, that he is on the right track, etc. For example, "That is a splendid idea," or "I never thought of that before," or "You certainly have done a good job." The category is suitable to the observation that the teacher indicates the student is doing well. Usually an initiating act toward student.

Cognitive Strategies (Ideational Content)

10. *Memory*
While the teacher is either telling, asking, showing, or evaluating, he expects the pupil to remember, recognize, recollect, recall, call to mind, or retain. Facts, ideas, and other remembered materials are reproduced, not produced in this category, for example, recapitulation, repetition, recount, or review. (For example, who was the sixteenth President of the United States? What did we do yesterday? What is the capital of Ohio? What are the major crops of Venezuela?)

11. *Convergent*
Reasoning based on given and/or remembered premises or data. More is involved than mere retrieval of remembered material; something is produced, though clearly not invented in any creative sense. Mathematical problems usually exemplify the prototype of convergent reasoning: If I had ten oranges and gave Jim three oranges, how many oranges would I have left? Explanations that are given or requested are often convergent structured. The syllogism is the perfect model.

12. *Divergent*
Elaboration marked by spontaneity, ideational fluency, originality, penetration, and flexibility in problem solving. Divergent association involves the generation of varied ideas, associations, and conclusions. Divergent implications involve the construction of "if-then" relationships. Divergent synthesis is a "take-off" from the central idea under discussion and proceeds to transform it or to integrate it into a new frame of reference or organization.

APPENDIX H

Interaction Index Observation Sheet

Questions

1. Analyzes
2. Synthesizes
3. Speculates
4. Defends
5. Reviews
6. Reminds

Informs

7. Analyzes
8. Synthesizes
9. Speculates
10. Defends
11. Reviews
12. Reminds

Evaluates

13. Discusses
14. Tests
15. Approves
16. Verifies
17. Corrects
18. Interrupts
19. Criticizes
20. Ignores

Teacher	Pupil	C*	P**

* Both teacher and pupil behaviors are recorded by code in chronological order. A tally is placed in the C column opposite the code record whenever control is more the issue than task.

** A tally is placed in the P column opposite the code record whenever personal experience is cited as a reference for statements made.

Questions and Informs:

Analyze—to separate into known elements or constituent parts; to distinguish component parts separately or in their relation to the whole; conscious knowledge.

Synthesize—encourages students to engage in reconstruction or reorganization of knowledge. The teacher doesn't have a definite answer which the student is expected to duplicate. It represents a combination of information to form a novel synthesis.

Speculate—to theorize from conjectures without available evidence; to make an inference that extends beyond the availability of data; speculation involves intellectual risk taking.

Defend—to present an argument in support or in justification of one's actions or statements.

Review—requires the student to recognize or recall information. The student is not asked to compare or relate any inductive or deductive intellectual leaps on his own.

Remind—to cause to remember; to have a notion or idea or fact come to mind again; to call attention to.

Evaluative Statements:

Discuss—to investigate or examine the various sides of a question or topic; to explain or declare.

Testing—a critical examination or decisive trial; any series of questions or exercises that measures skill, knowledge, intelligence, capacities, or aptitudes of an individual or group.

Approves—to sanction officially, to accept the actuality or practicality of an idea or action.

Verify—to prove to be true; to confirm; to chec! or test the accuracy or exactness of; to render valid through comparison to actual facts.

Corrects—to make or set right; to alter or adjust so as to bring to a required condition; to indicate for amendment the errors or faults of another.

Interrupts—to break in upon some action or discourse; especially with questions or remarks.

Criticizes—to examine and judge, as a critic; to express criticism of; to find fault with.

Ignores—to refuse to take notice of; to disregard willfully.

APPENDIX I

Columbus Public Schools
An Evaluation of Professional Growth and Teaching Service

A. Purpose of the evaluation

Columbus is vitally interested in the quality of instruction in its schools. To maintain and improve this quality, a committee of teachers and administrators has developed this instrument to evaluate teaching services. This instrument has been designed for the teacher to make frequent self-evaluation of his own strengths and weaknesses. It is also intended to be used as the basis for a conference between the principal and teacher. This technique should result in an improvement of instruction and inservice training.

B. Conditions for evaluation

1. The teacher shall make a self-evaluation.
2. The principal shall make an evaluation in all areas in which he feels qualified.
3. When these two evaluations have been made, the principal and teacher shall meet together for the purpose of studying the evaluations.
4. As an alternative to the three steps listed immediately above, the teacher may complete the evaluation form first and have the principal make his evaluations on the same sheet.
5. New teachers shall be evaluated each year until tenure is granted.
6. Teachers new to the building shall be evaluated their first year in the building.
7. Teachers may request an evaluation at any time.
8. Teachers who in the opinion of the administration need special help or merit special recognition shall be evaluated.
9. Directors and supervising principals shall not participate in the evaluation.
10. The instrument is designed for self-evaluation and cooperative evaluation between principal and teacher not teacher and teacher.

C. Disposal of the blank after evaluation

1. Evaluations of nontenure teachers should be sent to the assistant superintendent, personnel.
2. Since the primary purpose of the instrument is self-improvement, the principal's evaluation of tenure teachers shall be destroyed in the presence of the teacher at the close of the conference. The teacher may dispose of his personal copy at his own discretion.
3. Tenure teachers may request that the evaluation be filed in their folders at the Administration Building for future reference.

D. Difference of opinion

Provision should be made for the transfer of teachers who feel that the evaluation was not fair and just because of personality differences.

Teacher ..... Date ..... Grade or Subject ..... School .....

The dual code employed in this evaluation was deliberately adopted in order to give the teacher more ease in evaluating himself. The teacher's code is subjective while the principal's is objective. Checking in this fashion should not cause concern regarding the difference between the checks, nor the interpretation others may place upon them.

Code for self-evaluation:

+ — one of my stronger characteristics
/ — neither one of my strongest, nor one of my weakest characteristics
— — one of my weaker characteristics

Code for principal's evaluation;

O — Outstanding
S — Successful
G — Shows growth
H — Needs help
U — Unsatisfactory

Personal Qualities

—— —— Shows a genuine enthusiasm for the job.
—— —— Understands and likes children.
—— —— Possesses a genuine desire to be a successful teacher.
—— —— Is well poised; displays mental and emotional stability.
—— —— Has a happy mental attitude and a sense of humor.
—— —— Is reasonable, fair, and impartial in dealings with pupils.
—— —— Is dependable; follows through on an assignment until it is finished.
—— —— Uses effective oral expression in a well modulated voice.
—— —— Dresses appropriately; is neat and well groomed; has good posture.
—— —— Respects human relationships; is free from bias and prejudice.
—— —— Displays self-confidence tempered with humility.
—— —— Shows judgment and tact.
—— —— Has physical strength to meet demands.

Professional Qualities

—— —— Is a firm believer in our American way of life and promotes an understanding of our heritage and our freedoms.
—— —— Possesses an understanding of and faith in our American system of public education.
—— —— Maintains a cooperative and harmonious relationship with co-workers.
—— —— Does a continuous job of self-evaluation and tries to strengthen obvious weaknesses.
—— —— Adheres to the accepted ethical standards of the profession.
—— —— Participates adequately in activities designed to meet the needs of his particular school.
—— —— Accepts responsibility willingly both inside and outside the classroom.
—— —— Assumes his just share of community financial responsibilities.

—— —— Has a cooperative approach toward parents.
—— —— Possesses a loyalty to the school system, the local administration, and the school program in community relationship.
—— —— Complies with rules and administrative requests.
—— —— Accepts willingly a change in assignment when organization demands.
—— —— Understands his program in relation to the program of the entire school.
—— —— Accepts constructive criticism and suggestions graciously.
—— —— Is accurate and punctual in completing school records and reports.
—— —— Cooperates in parent-teacher-association activities.

Teaching Performance

—— —— Maintains a warm and friendly atmosphere which promotes pupil confidence without loss of dignity.
—— —— Disciplines in a quiet, dignified, fair, and positive manner while helping each pupil achieve self-control; maintains a balance between individual freedom and responsible behavior.
—— —— Believes in the importance of the individual and provides for individual differences.
—— —— Encourages and guides pupils toward appropriate goals and helps them in evaluating their achievements.
—— —— Uses a variety of instructional methods to create interest, maintain attention, and encourage self-direction.
—— —— To motivate pupils, assigns an adequate amount of meaningful homework and provides for adequate pupil participation in class activities.
—— —— Shows skill in organizing classroom activities.
—— —— Avoids the use of sarcasm in dealing with pupils.
—— —— Possesses a thorough understanding of his subject area.
—— —— Is willing to give additional time to the pupil who needs help.
—— —— Utilizes techniques that challenge pupils to think for themselves; assigns adequate written work for students.
—— —— Designs and administers frequent examinations so as to stimulate the pupil's learning experience and evaluate his progress.
—— —— Shows evidence of a long-range but flexible program anticipating needs and interests.
—— —— Arranges the physical properties of the classroom attractively for a desirable learning environment.
—— —— Helps pupils to recognize, develop, and live by moral and spiritual values.

Teacher's Signature Principal's Signature

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